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Advanced Rational Speller

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AN ADVANCED RATIONAL SPELLER

FOR THE HIGHEST GRAMMAR CLASSES AND SECONDARY SCHOOLS

BY

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οὐ πόλλ' ἀλλὰ πολύ

BENJ. H. SANBORN & CO.

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PREFACE.

THE only excuse for imposing another speller upon the public is its *necessity*. Spelling-books as a rule deal with words that pupils *might* misspell, or perhaps *should* misspell, but which in fact they do not. A few words taken at random from the second lesson of a very good speller will serve to illustrate the point. Chirography, chirurgery (marked obsolete in Webster's International), chirology, chiromancy, crinoid, crinal, primordial, climatology, are all very good words in their way, but unfortunately they are used by few pupils, who, if they use them intelligently, generally know how to spell them; meanwhile the rank and file are misspelling, *description*, *separate*, *stratagem*, *enemies*, *to*, *too*, *benefiting*, *privilege*, thus violating well known rules of spelling and derivation.

The necessity of the use of a speller containing words frequently misspelled, supplemental to the regular text book, has called into existence The Advanced Rational Speller. The Advanced Rational Speller is a three years' record of the misspelled words in all subjects pursued at the Eastern High School, Washington, D.C. The book is designed for use in the high school and the grades immediately below it. As may be seen at a glance, the words are simple, from the vocabulary of

the pupils in the grades below the high school, and are those for the most part that may be spelled in conformity with simple rules of spelling and philology. The record develops the fact that pupils enter the high school misspelling such words as description, separate, enemies, countries, too, two, turns, employ, until, truly, losing, seize, receive, believe, friend and scores of similar ones, which have been in their vocabulary for a long time previous to admission to the high school. A similar investigation of spelling in the colleges would produce somewhat similar results. High schools and colleges have a way of thinking that spelling is not in the curriculum. Many college graduates have been heard to say that they have never known a rule for spelling. The record of misspelled words referred to above shows little knowledge of spelling rules. Some spellers contain rules at the end of the book, a fact that may explain the lack of knowledge of rules; for the end of the book, as is well known, is seldom reached. The Advanced Rational Speller places the rules in the order of greatest need, as developed by the record of words misspelled during the first term after admission to the high school. The results are surprising: the average teacher would not say *a priori* that the spelling rules most often violated are the obviously simple ones for doubling the final consonant, dropping the final *e* and changing the final *y* into *ies* for the plural; but such are the facts as developed by the record referred to above. By placing the rule in the middle of a group of words an attempt has been made to develop the rules

inductively, then to have them applied deductively. A grave error in all inductive development work is that it ends usually with the generalization, without supplementing the inductive work by hard and fast deductive clinching in the application of the rules.

Only those rules and exceptions are given that the record shows to be necessary. In event of an exception affecting only a few words, it has been thought best to learn the words individually: for one of the objections to the learning of spelling rules is that the rule with its many exceptions, instead of aiding the pupil, serves only to confuse him.

In addition to the help of the spelling rule, the assistance of derivation is called in. The word is analyzed whenever analysis helps; many derivatives from the same root are grouped, as are many words with similar prefixes or suffixes; the foreign root is given when a help; when all philological association fails the system of mnemonics is appealed to. In fact, all known practical aids resorted to in the schoolroom in the struggle for correct spelling are called into requisition.

The spelling record having been made up by the diligent search for misspelled words on pupils' papers by the teachers of mathematics, physics, chemistry, botany, zoölogy, foreign languages and English, these words, comprising a wide range of commonplace vocabulary, will be grouped under their respective heads.

The necessity for drill in spelling is seen in the fact that certain words, i.e., description, separate, privilege, principal, principle, benefit, are misspelled term after

term, year after year, by the same pupil, after special individual practice, philological appeal and even severe discipline. It has been the privilege of the writer to follow one pupil through the four years' course of English with the one word *benefiting*, only to be compelled to explain the derivation and the rule for doubling ten times to the same individual during the fourth year. This is not exaggeration, but a recorded fact, which is told only to illustrate the fact that if there is a royal road to spelling except through the old grist-mill, the writer has yet to learn it.

Correct spelling cannot be gained through the spelling-book alone. The dictionary habit must be cultivated. The Advanced Rational Speller aims to present only commonly misspelled words. No spelling-book can contain all the words of special vocabularies, the special vocabulary of one year differing from that of the next. The change in the English course from De Quincey's "Revolt of the Tartars" to Parkman's "Braddock's Defeat" necessitates a change of the spelling from "Koulagina" to "Monongahela." In addition to the spelling text book in the hands of the pupils every teacher should make a progressive spelling-book of his own. All words misspelled should be written correctly by the pupils misspelling them, upon a spelling-board reserved for the purpose, and should be copied by the pupils in a spelling note-book, from which special spelling lessons should be given from time to time.

Eternal vigilance is the secret of good spelling as it

is of good discipline, for spelling, after all, is mainly a matter of discipline. There should be such a scrutiny of written matter that every pupil is called to account for every word that is misspelled. He should becompelled to look for it in the dictionary, put it on the spelling-board, record it in his note-book, practice it a number of times, write the rule involved, derive it, write it in sentences and above all should feel the seriousness of the offense so as to wish to avoid it in the future by frequent consultations of the dictionary. When pupils leave college, misspelling such words as coming, siege, transferred, it means a lack of such individual criticism throughout the grades, the high school and the college.

There have been no words introduced in The Advanced Rational Speller that have not been found on pupils' papers, it being thought wiser to concentrate efforts upon words really misspelled, inasmuch as the record shows over two thousand of these. Human nature runs in grooves. It insists upon misspelling the same words in very much the same way, — separate, seperate; description, discription; benefit, benifit; though all reason be lined up on the other side. These words that, despite drill, appear again and again on the record are made to appear again and again in the reviews of The Advanced Rational Speller.

Thanks are due the Principal and Faculty of the Eastern High School, through whose painstaking efforts in this research such a record of words as this has been made possible, and whose united battling in the cause

of good spelling and ready encouragement and sympathy at all times have made the teaching of spelling a boon rather than a bugbear.

IDA M. DALY.

THE EASTERN HIGH SCHOOL,
WASHINGTON, D.C.
March, 1902.

PUBLISHERS' NOTE.

WHILE this Speller was prepared, primarily, for the Secondary School, its vocabulary is largely that of the Grammar School. It can be profitably used in the highest classes of the Grammar school, to teach, *not language*, upon which so many recent Spellers put the emphasis, but *spelling*. That there is a place for it, recent correspondence with a large number of good schools has satisfactorily proved.

The question of *diacritical marks* is always a troublesome one to both Author and Publisher of a Speller. After correspondence with a large number of the best schools, East and West, it has seemed best to use them on only such words as are likely to be mispronounced.

DIACRITICAL MARKS.

Webster's International Dictionary.

Long Vowel Sounds.

Long a, ā as in āle, fāte, lābor, or ę as in thę̄y.
Long e, ē as in ēve, mēte, serēne.
Long i, ī as in īce, tīme, sīght, or ȳ as in bȳ.
Long o, ō as in ōld, nōte, rōw.
Long u, ū as in ūse, mūte, pūre.

The diacritical mark (–) indicates the long sound of the vowel. The name of the mark is the *mācron.*

Short Vowel Sounds.

Short a, ă as in ăm, ădd, făt.
Short e, ĕ as in ĕnd, mĕt.
Short i, ĭ as in ĭll, pĭn, or y̆ as in pithy̆.
Short o, ŏ as in ŏdd, nŏt, or ạ as in wạtch.
Short u, ŭ as in ŭp, tŭb, stŭdy.

The diacritical mark (⏑) indicates the short sound of the vowel. The name of the mark is the *breve.*

Modified Long Vowel Sounds.

ȧ, as in senȧte, prefȧce, delicȧte.
ė, as in ėvent, dėpend, crėate.
ṅ, as in ṅdea, trṅbunal, or ẏ in tẏrannical.
ȯ, as in ȯbey, tȯbacco.
ṅ, as in ṅnite, hṅmane

Other Vowel Sounds.

â, as in câre, shâre, compâre.
ô, as in ôrb, lôrd, ôrder, or ạ as in ạll, ạwe.
û, as in ûrn, bûrn, fûrl.
ē, as in fērn, hēr, ērmine.
Long Italian a, ä (ah) as in ärm, fär, färther.
Short Italian a, å (ah short) as in åsk, gråss, dånce.
Long double o, ọ or ōō, or ụ, as in lọse, ōōze, rụle.
Short double o, ọ or ŏŏ, or ụ, as in wọuld, fŏŏt, pụt.

Diphthongs.

Diphthong oi, or oy (ô + ĭ), as in oil, boy.
Dighthong ow, aw, (ä + ọ), as in out, cow.

Consonants.

ḡ, as in ḡo, ḡreat.
ġ, as in larġe, ġem.
ch, as in church.
k, ~~c~~, or ~~ch~~, as in ~~c~~ob, ~~ch~~yme.
s, ç, or çh, as in façade, çhateau.

The name of this diacritical mark (¸) is the *cedilla*, which indicates soft sound.

th, as in thin, through, breath.
th, as in this, then, though.
ṣ or z, as in aṣ, zone.
n, as in no, none, man.
ṇ, as in aṇger, liṇger, baṇk.
x = ks, as in ax.
ẋ = gz, as in eẋample.

The unmarked letter in a digraph is to be taken as if silent, as in breāk, brĕad.

A silent letter is sometimes written in italics.

ADVANCED RATIONAL SPELLER

The principal accent is indicated by a heavy mark (′), and the secondary accent by a lighter mark (′), at the end of a syllable. The members of a compound word are joined by a hyphen.

LESSON 1.

hop	hop ping	hopped	
shop	shop ping	shopped	shop per
wrap	wrap ping	wrapped	wrap per
drag	drag ging	dragged	
drop	drop ping	dropped	drop per
bag	bag ging	bagged	bag gage
cram	cram ming	crammed	
win	win ning		win ner
swim	swim ming		swim mer
plan	plan ning	planned	

Observe the rule applied in the above words. *Monosyllables ending in a single consonant preceded by a single vowel double the final consonant before a suffix beginning with a vowel.* Observe the same rule in the following words.

LESSON 1 (Continued).

plot	plot ting	plot ted	plot ter
trot	trot ting	trot ted	trot ter
fit	fit ting	fit ted	fit ter
rob	rob bing	robbed	rob ber y
rub	rub bing	rubbed	rub ber
tub	tub bing	tubbed	
red			red dĭsh

Observe the rule for pronunciation. *A vowel followed by a double consonant is generally short.* Hŏpping, tŭbbing, rŏbbing would otherwise be hōping, tūbing, rōbing.

LESSON 2.

oc cur′	oc cur′ ring	oc curred
re fer′	re fer′ ring	re ferred
pre fer′	pre fer′ ring	pre ferred
trans fer′	trans fer′ ring	trans ferred
in fer′	in fer′ ring	in ferred
con cur′	con cur′ ring	con curred
con trōl′	con trōl′ ling	con trōlled
ac quit′	ac quit′ ting	ac quit ted
in ter mit′	in ter mit′ ting	in ter mit ted

Observe the rule as applied in the above words of Lesson 2. *Polysyllables accented on the last syllable ending in a single consonant preceded by a single vowel double the final consonant before a suffix beginning with a vowel.* Observe further.

LESSON 2 (Continued).

re gret′	re gret′ ting	re gret ted	
o mit′	o mit′ ting	o mit ted	
e mit′	e mit′ ting	e mit ted	
com mit′	com mit′ ting	com mit ted	com mit tal
be gin′	be gin′ ning		be gin ner
ab hor′	ab hor′ ring	ab horred	ab hor rence
com pel′	com pel′ ling	com pelled	
de mur′	de mur′ ring	de murred	de mur′ rage
im pel′	im pel′ ling	im pelled	
de ter′	de ter′ ring	de terred	de ter rent
re pel′	re pel′ ling	re pelled	re pel lent
ex tol′	ex tŏl′ ling	ex tolled	

Combine the rules of Lessons 1 and 2 in one rule.

RULE I. — *Monosyllables, and polysyllables accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.*

LESSON 3.

suf′ fer	suf′ fer ing	suf fered
of′ fer	of′ fer ing	of fered
mer′ it	mer′ it ing	mer it ed
broad′ en	broad′ en ing	broad ened
red′ den	red′ den ing	red dened
de vel op	de vel′ op ing	de vel oped
con′ quer	con′ quer ing	con quered

LESSON 3 (Continued).

Make an observation from the above words. The accent is not on the final syllable. The rule still applies. *Polysyllables not accented on the last syllable ending in a single consonant preceded by a single vowel do not double the final consonant before a suffix beginning with a vowel.* Observe further.

ben′ e fit	ben′ e fit′ ing	ben e fit ed
sum′ mon	sum′ mon ing	sum moned
mod′ el	mod′ el ing	mod eled
	(mod′ el ling allowed)	(mod elled allowed)
re mod′ el	re mod′ el ing	re mod eled
ban′ quet	ban′ quet ing	ban quet ed
ap par′ el	ap par′ el ing	ap par eled
jar′ gon	jar′ gon ing	jar goned
e′ qual	e′ qual ing	e qualed
	(e′ qual ling allowed)	(e qualled allowed)
kid′ nap	kid′ nap ing	kid naped
	(kid′nap ping allowed)	(kid napped allowed)

LESSON 4.—Review.

be gin ning	of fered
ben e fit ing	oc curred
win ning	suf fered
stopped	trans ferred
red dish	pre ferred
red dened	im pel

LESSON 4 (Continued).

re fer ring	com pel
de vel op ing	im pel ling
suf fer ing	de murred
con trol ling	com mit ted
ac quit tal	ac quit ted
wrapped	hop ping
planned	drop ping
re pel	ex tol ling

LESSON 5.

hope	hop ing	
come	com ing	
plane	plan ing	planed
tube	tub ing	
tune	tun ing	
owe	ow ing	
write	writ ing	
lo̤se	lo̤s ing	
lōōse	lōōs ing	loosed
prove	prov ing	proved
dice	di çing	diced
re ceive	re ceiv ing	re ceived
close	clos ing	closed
dine	din ing	dined
de clare	de clar ing	de clared
no tice	no ti cing	no ticed
lure	lu ring	lured
place	pla cing	placed
prize	priz ing	prized

LESSON 5 (Continued).

hate	hat ing	hat ed	
rise	ris ing	ris en	
love	lov ing	loved	lov a ble
be lieve	be liev ing	be lieved	

Observe the rule applied in the above words. RULE II.—*A final silent* e *is dropped before a suffix beginning with a vowel.* Observe further.

pro cure	pro cur ing	pro cured	
nau se ate	nau se a ting	nau se a ted	
note	not ing	not ed	not a ble
res cue	res cu ing	res cued	
crit i cise	crit i ci sing	crit i cised	
de base	de bas ing	de based	
ne ces′ si tate	ne ces′ si ta ting	ne ces si ta ted	
ex er cise	ex er ci sing	ex er cised	
de scribe	de scrib ing	de scribed	
per se vere	per se ver ing	per se vered	
pur sue	pur su ing	pur sued	
pil lage	pil la ging	pil laged	
post pone	post pon ing	post poned	
con duce	con du cing	con duced	
de vise	de vis ing	de vised	
re lieve	re liev ing	re lieved	
fas ci nate	fas ci na ting	fas ci na ted	
de sire	de sir ing	de sired	de sir a ble
gāuge	gāu ging	gauged	
per ceive	per ceiv ing	per ceived	

LESSON 5 (Continued).

shine	shin ing	shined
ap prove	ap prov ing	ap proved
ad vise	ad vis ing	ad vised
pŏl lūte	pŏl lūt ing	pol lūt ed
in cite′	in cit ing	in cit ed
al lūde	al lūd ing	al lūd ed
bap tize	bap tiz ing	bap tized
cease	ceas ing	ceased

LESSON 6.

dis cours′ ing	dis pens ing	pre sā ging
ag gra va ting	ag o ni zing	be sie ging
dis guis ing	al le′ vi a ting	bap tiz ing
jour nal i zing	dis solv ing	dĭ ver′ ging
ag gre ga ting	rec′ og ni zing	mag net i zing
ag i ta ting	em pha si zing	ob serv ing
per suad ing	dis suad ing	ex cit a ble
di vid ing	mac ad′ am i zing	chas ten ing
em bra cing	en ti cing	re ceiv ing
pre par ing	en dur ing	choos′ ing

LESSON 7.

con cēd′ ing	ex am in ing	pre cēd′ ing
pros e cu ting	per se cu ting	sēiz′ ing
se crēt′ ing	sub dū ing	se cur ing
sum ma ri zing	ser e nad ing	su per sēd′ ing
shap ing	sup pos ing	wan ing

LESSON 7 (Continued).

shin y	sur pris ing	thiev ing
ur ging	strik ing	de thrōn′ ing
so lil′ o quī zing	spir it u al̄ i zing	sys′ tem a ti zing
un as sum ing	tyr′ an ni zing	ac com mo da ting

LESSON 8.—Review.

e quipped	ben e fit ed	prov ing
com ing	lōōs ing	plăn ing
tran quil li ty	chōōs ing	plăn ning
shin ing	writ ten	writ ing
be gin ning	de vel op ing	ŏc cûr′ ring
ben e fit ing	lov a ble	ŏf′ fered
skim ming	din ing	oc curred
loos ing	mov a ble	pro cūr′ ing
ban quet ing	trans ferred	sum moned
con trol ling	suf fered	ac quit tal
din ing	win ning	fas ci na ting
ow ing	hop ping	hop ing
pre ferred	o mit ting	de sir a ble
ex cit a ble	pur su ing	com mit ting
blam a ble	tam a ble	bap tiz ing

LESSON 9.

Exceptions to Rule II, Lesson 5.

EXCEPTION 1.

change a ble	cour a geous	no′ tice a ble
charge a ble	ad van ta geous	trace a ble
dam′ age a ble	out ra geous	peace a ble

LESSON 9 (Continued).

Words ending in ge *or* ce *retain the* e *before a suffix beginning with* a *or* o *to preserve the soft sound.* *C* and *g* are soft before *e*, but hard before *a* and *o*. Observe further.

mar riage a ble	un man age a ble	ser vice a ble
dis ad van ta′geous	dis cour age a ble	venge ance
um bra geous	en force a ble (also	en for ci ble)

EXCEPTION 2.

die	dy ing
lie	ly ing
hie	hy ing
vie	vy ing
tie	ty ing
un tie	un ty ing

Observe in the above words a second exception to Rule II.

Words ending in ie *drop the* e *and change the* i *into* y *to avoid the doubling of the* i.

OTHER EXCEPTIONS.

hoe ing	mile age	swinge ing
shoe ing	tinge ing	a gree a ble
dye ing	singe ing	dis a gree a ble

LESSON 10.—Review.

com ing	be gin ning	a gi ta ting
no tiçe a ble	prac′ ti ea ble	loṣ ing
sep a ra ting	change a ble	peaçe a ble
pre ced ing	mu ti la ting	ow ing
ben e fit ing	con cil i a ting	lōōs ing
oc curred	ne ces si ta ting	stopped
su per sed ing	ac quit tal	crit i ci sing
com mit ted	shin y	se cret ing
con ced ing	blam a ble	lov a ble
des′ pi ca ble	strik ing	sub dū ing
mov a ble	ir rec on cī′ la ble	e rad′ i ea ble
ab bre vi a tion	ab′ so lū′ tism	tam a ble

LESSON 11.—Rule III.

re ceive	re ceipt
per ceive	ceil ing
con ceive	con ceit
de ceive	de ceit
ceil	de ceit ful

State the rule applied above, — "E *follows* c *when the sound of the diphthong is* ē." A way to remember it is to think that pronouncing *c* prolonged makes *c-e.*

be lieve	be lief	niece	piece
brief	siege	be siege	be sieged
wield	yield	re lieve	re lief
grieve	ag grieve	griev ous	grief

LESSON 11 (Continued).

chief	chief tain	pierce	fierce
lief	shriek	frieze	field
shield	re trieve	re prieve	sor′ tie
thief	thieve	thiev ing	thieved

State the rule as applied above, — "I *follows all other letters than* c *when the sound of the diphthong is* ē." The following words are exceptions to the rule: weird, seize.

LESSON 12.—Review.

re ceive	con ceit	yield
be lieve	fierce	be sie ging
de ceive	be siege	thief
siege	re ceipt	per ceive
re lieve	thiev ing	wield
ceil ing	de ceit	chief
shriek	niece	field
seize	shield	chief tain
lief	sei zure	re lief
piece	ag grieve	de ceit ful
grie vous	ceil	frieze

LESSON 13.—Rule IV.

Quality of being.		State of being.	
mean ness = mean + ness		keen ness = keen + ness	
lean ness = lean + ness		even ness = even + ness	
plain ness = plain + ness		stub born ness = stub born + ness	

LESSON 13 (Continued).

	Cruel like.		Loyal like.
cru el ly	= cru el + ly	loy al ly	= loy al + ly
joy ful ly	= joy ful + ly	aw ful ly	= aw ful + ly
le gal ly	= le gal + ly	e qual ly	= e qual + ly
	Not nerve.		Not satisfy.
un nerve	= un + nerve	dis sat is fy	= dis + sat is fy
	Not similar		Wrong step.
dis sim i lar	= dis + sim i lar	mis step	= mis + step

State the rule applied above, — "*The final letter of a word or prefix is usually retained before the same letter in the suffix or root.*" Observe further:

		Noun.	Adjective.	Adverb.
ac ci den tal ly	=	ac ci dent	+ al	+ ly
o rig i nal ly	=	or i gin	+ al	+ ly
ex cep tion al ly	=	ex cep tion	+ al	+ ly
in ci den tal ly	=	in ci dent	+ al	+ ly
oc ca sion al ly	=	oc ca sion	+ al	+ ly
al ge bra ic al ly	=	al ge bra ic	+ al	+ ly

Tell from observing the above words how adverbs are formed. "*Some adverbs are formed by adding* ly *to adjectives.*" Hence accidentally = accidental + ly, *not* accident + ly. Observe further:

re spect ful ly	dis re spect ful ly	ir rev′ er ent ly
for mal ly	for mer ly	dū ti ful ly
skill ful ly (also skil ful ly)	reg u lar ly	per pen dic u lar ly
e′ go tis′ tic al ly	psȳ′ cho log′ ic al ly	chron′ o log′ ic al ly
spir it u al ly	spright ly	stri king ly

LESSON 13 (Continued).

tact ful ly	se cret ly	smooth ly
spe cial ly	ū nan′ i mous ly	vig or ous ly
wool ly	tran quil ly	tē nā′ cious ly
thor ough ly	sim i lar ly	tȳ ran′ nic al ly

LESSON 14.

rig id ly	gra cious ly	hȳp′ o crit′ ic al ly
phys ic al ly	fi nal ly	par tial ly
ghast ly	gen er al ly	ghost ly
gram mat ic al ly	hy ster′ ic al ly	for mal ly
pub lic ly	hur ried ly	fa mil iar ly
di ag′ o nal ly	dex ter ous ly	ar ti fi cial ly
e ven tu al ly	in ter nal ly	nat u ral ly
lon gi tū′ di nal ly	mu tu al ly	hor i zon tal ly
i den tic al ly	col lō′ qui al ly	drunk en ness
o pen ness	thin ness	sul len ness

LESSON 15. — Rule V.

mere ly	pale ness	safe ty
se rene ly	en tire ly	ex treme ly
ar range ment	love ly	lone ly
lone some	like ly	def i nite ly

State the rule as applied above, — "*Final silent* e *is retained before a suffix beginning with a consonant.*" Final silent *e* is dropped only before a suffix beginning with a vowel, Rule II. Observe further:

LESSON 15 (Continued).

im me di ate ly	de range ment	sep a rate ly
pro por tion ate ly	like ness	ag gran′dīze ment
clăn dĕs′tĭne ly	ap pro pri ate ness	con cise ness
com par a tive ly	sin cere ly	base ness

EXCEPTION 1.

tru ly	= true + ly
du ly	= due + ly
aw ful	= awe + ful
ar gu ment	= argue + ment

State the exception observed above, — "*Final* e *preceded by a vowel is dropped in the above words before a suffix beginning with a consonant.*"

LESSON 16.—Review.

cru el ly	mean ness	safe ty
keen ness	for mal ly	tru ly
lone ly	plain ness	love ly
mere ly	ac ci den tal ly	live ly
sim i lar ly	drunk en ness	gram mat ic al ly
al ge bra ic al ly	du ly	for lorn ness
ar gu ment	ar range ment	for mer ly
per pen dic u lar ly	def i nite ly	stub born ness
reg u lar ly	ar gu men ta tive	aw ful

LESSON 16 (Continued).

im me di ate ly	chron o log ic al ly	real ly
com par a tive ly	ag gran dize ment	in ci den tal ly
sep a rate ly	oc ca sion al ly	o rig i nal ly
ac tu al ly	ap par ent ly	de fense less
e lope ment	en tire ly	meas ure ment
life less ness	sole ly	clan des tine ly

LESSON 17.—Rule VI.

bus y	bus i ly	clĕan ly	clĕan′li ness
eas y	eas i ly	like ly	like li hood
speed y	speed i ly	friend ly	friend li ness

State the rule as applied above, — "*Final* y *preceded by a consonant is changed into* i *before a suffix.*"

bus i ness	co zi ly	love li ness
lone li ness	heav i ly	or di na ri ly
em bod i ment	ac com pa ni ment	pit i ful
ho li est	la dies	dai sies
hap pi ly	bus i er	gid di ly
gid di er	a bil i ties	has ti ly
hap pi er	stud ies	greed i er
craf ti ness	read i ly	live li ness
fan ci ful	read i ness	jol li ty

LESSON 17 (Continued).

EXCEPTION 1.

car′rў ĭng	stud ў′ĭng	hur′rў ĭng
ber′rў ĭng	fan′cў ĭng	re plў′ĭng

State the exception observed above,—"*Final* y *before a suffix beginning with* i *is retained to prevent the doubling of the* i."

LESSON 18.—Rule VII.

al most	= all + most	al ready	= all + ready
al though	= all + though	al ways	= all + ways
skill ful	= skill + full	use ful	= use + full
ful fill	= full + fill also ful fil	aw ful	= awe + full

State the rule as applied above,—"*A prefix or suffix ending in* ll *generally drops one* l *in derivative words.*"

use ful ness	fan ci ful	el bow
skill ful ness	un til	wel come
with al	al bē′ĭt	wel fare
al to geth er	ful fill ment *or* ful fil ment	beau ti ful
aw ful ness	fan ci ful ness	dis re spect ful
scorn ful	re spect ful	re spect ful ness
dis tress ful	suc cess ful	un suc cess ful
wo ful or woe ful	dis re spect ful ness	joy ful
fear ful	mer ci ful	plen ti ful
hope ful	health ful	health ful ness
un health ful	truth ful	help ful
help ful ness	faith ful	faith ful ness

LESSON 19.—Rule VIII.

dis ap pear = dis (Not) + ap pear (appear)

dis ap prove = dis (Not) + ap prove (approve)

dis ap point = dis (Not) + ap point (appoint)

mis ap pro pri at ed = mis (Wrongly) + ap pro pri at ed (appropriated)

mis un der stand = mis (Wrongly) + un der stand (understand)

mis ap ply = mis (Wrongly) + ap ply (apply)

State the rule applied above,—"*The prefixes* dis *and* mis *do not double the final* s *before a root.*" If the root begins with *s* Rule IV. applies.

dis a gree	dis ap pear ance	dis as ter
dis burse ment	dis crim i na tion	dis o bey
dis as trous	dis o be di ence	dis crĕp′ an cy
mis ap pre hend	mis ed u cate	mis em ploy
dis arm	dis solve	dis sim u la tion
dis′ sŏ nance	dis heart en	dis in fect ant
dis hon est	dis hon or	dis hon or a bly
dis persed	dis bursed	dis re spect ful
dis sec tion	dis sem i nate	dis sent
dis sen sion	dis si pate	dis suăd′ ing
mis hap′	mis spell	mis judge
mis guide	mis take	mis call
mis cal cu late	mis state	dis sat is fy
dis sem bler	mĭs′ chief vous	mis chief
mis con′ strue	mis de mean′ or	dis so lu tion

LESSON 20.—Rule IX.

oath	oaths	turn	turns
wag on	wag ons	re turn	re turns
cloth	cloths	em ploy	em ploys
spark	sparks	ab sorb	ab sorbs
e qual	e quals	de stroy	de stroys

State the general rule for forming the plural of nouns and the present singular of verbs. "*The plural of most nouns and the present singular*[1] *of verbs are made by adding* s *to the word.*

u surp	u surps	di lem ma	di lem mas
ax i om	ax i oms	ac cord′	ac cords
ad here	ad heres	ac cept	ac cepts
an te ced ent	an te ced ents	bu reau	bu reaus
in ci dent	in ci dents	ac ci dent	ac ci dents
cre den tial	cre den tials	for tune	for tunes
sĭm′ĭ lĕ	sĭm′ ĭ lĕs	lab y rinth	lab y rinths
plĕ bē′ian	plĕ bē′ians	plain tiff	plain tiffs
par ti cle	par ti cles	oat	oats
shoul der	shoul ders	ta per	ta pers
cŏl′ŭmn	col′ ŭmns	view	views
wrap	wraps	strat a gem	strat a gems
de vel′op	de vel ops	per form	per forms
au thor	au thors	bäs-re lief	bäs-re liefs
whoop	whoops	vol ume	vol umes
fu gi tive	fu gi tives	con tort′	con torts′

[1] This applies to the third person indicative only.

LESSON 21.—Rule X.

ax	ax es	an nex′	an nex′ es
ap proach	ap proach es	church	church es
speech	speech es	gas	gas es
box	box es	fish	fish es
mō răss′	mō răs ses	mesh	mesh es

State the rule applied above, — "*The plural of nouns and the present singular of verbs are formed by adding the syllable* es *to the word whose final sound cannot coalesce with* s." *S* will not coalesce with the sound of *s*, *sh*, *ch*, *j*, *x*, or *z*.

de fense	de fens es	ab sence	ab sen ces
priv i lege	priv i le ges	crit i cise	crit i ci ses
vil lage	vil la ges	con sè quence	con se quen ces
ac com′ plice	ac com′ pli ces	glimpse	glimps es
in stance	in stan ces	os′ tra cize	os′ tra ci zes

LESSON 22.—Rule XI.

al ly′	al lies′	emp ty	emp ties
cry	cries	coun try	coun tries
sup ply	sup plies	mon′ arch y	mon′ arch ies
ter ri to ry	ter ri to ries	the o ry	the o ries
oc cu py	oc cu pies	en e my	en e mies

State the rule applied above, — "*The plural of nouns and the present singular of verbs ending in* y *preceded by a consonant are formed by changing* y *into* i *and adding* es."

LESSON 22 (Continued).

ac ces so ry	ac ces so ries	sum ma ry	sum ma ries
di vin i ty	di vin i ties	dy′nas ty	dy′nas ties
bound a ry	bound a ries	en try	en tries
fam i ly	fam i lies	cru el ty	cru el ties
fa cil i ty	fa cil i ties	fal la cy	fal la cies
a nal o ġy	a nal o ġies	ar te ry	ar te ries
as tron o my	as tron o mies	phys i ol o gy	phys i ol o gies
psy chol o gy	psy chol o gies	e con o my	e con o mies
ca pac i ty	ca pac i ties	com e dy	com e dies
col o ny	col o nies	col′lŏ quy̆	col′ lŏ quies
cen tu ry	cen tu ries	con tro ver sy	con tro ver sies
can o py	can o pies	ar ti fi ci al i ty	ar ti fi ci al i ties
anx i e ty	anx i e ties	a pol o gy	a pol o gies
van i ty	van i ties	so lil′o quy	so lil′o quies
shrub ber y	shrub ber ies	proph e cy	proph e cies
prod i ġy	prod i ġies	li bra ry	li bra ries

Note the inflection when the final *y* is preceded by a vowel.

day	days	mon key	mon keys
gal ley	gal leys	al ley	al leys
jour ney	jour neys	tour ney	tour neys

State the rule as applied above, — "*The plural of nouns and the present singular of verbs ending in* y *preceded by a vowel are formed regularly.*" See Rule IX.

LESSON 23.—Rule XII.

mu lat to	mu lat toes	fo li o	fo li os
ne gro	ne groes	cam e o	cam e os
po ta to	po ta toes	or a to ri o	or a to ri os
to ma to	to ma toes	ĭn ta*g*l′ iŏ	ĭn ta*g*l′ iŏs

State the rule applied above,—"*Nouns ending in* o *preceded by a consonant add* es, *but preceded by a vowel add* s *to form the plural.*" The language generally avoids a succession of vowels.

OTHER IRREGULAR PLURALS.

fo cus	fo ci	nū′ clĕ ŭs	nū′ clĕ ĭ
phĕ nŏm′ ĕ nŏn	phĕ nŏm′ ĕ nȧ	au tom′ ȧ ton	au tŏm′ ȧ tȧ
ba sis	ba sēs	syn op′ sis	syn op′ sēs
a nal y sis	a nal y sēs	ax is	ax ēs
cri sis	cri sēs	hȳ poth′ e sis	hȳ poth′ e sēs
ver tex	ver ti cēs	vôr′ tĕx	vôr′ tĭ cēs

LESSON 24.—Review.

oaths	wag ons	en e mies
gas es	sparks	an nex es
u surps	speech es	coun tries
gal leys	ne groes	or a to ri os
ver ti ces	oc cu pies	mel o dies
li bra ries	ab sen ces	mo ras ses
cloths	re turns	ap proach es
in stan ces	a nal o gies	po ta toes
to ma toes	al leys	al lies′

(LESSON 24 Continued).

a nal y ses	be stows	em ploys
ab sorbs	de vel ops	wraps
ne ces si tates	o va ries	mo nop o lies
lĭq′uĕ fĭes	mel o dies	shrub ber ies
guar′an ties	ni ce ties	rob ber ies
phe nom′e non	phe nom e na	he roes
ax es	syn op ses	priv i le ges
vil la ges	box es	chur ches
col lo quies	so lil o quies	cen tu ries
aux il ia ries	Al le gha nies	ju ries
ci vil i ties	ol i gar chies	anx i e ties

LESSON 25.

Bene = well. **Facere = to do.**

	Well	**does**	**one who**	
ben e fac tor	= ben e	+ fact	+ or	
	Well	**doing**	**act of**	
ben e fac tion	= ben e	+ fact	+ ion	
	Well	**does**	**one who**	
ben′e fit er	= ben e	+ fit	+ er	

ben e fit ing	ben e fit ed	ben e fi cial
be nef′i cent	be nev o lent	ben e fi ci ar y
ben e fice	be nev o lence	ben e dic tion

What vowel is in the second syllable of all derivative words with the prefix *bene?*

LESSON 25 (Continued).

The prefix *de* = down.

	Down	to write	
de scribe	= de +	scribe	(*scribere* = to write)
	Down	writing	act of
de scrip tion	= de +	script +	ion
	Down	to build	
de stroy	= de +	stroy	(*struere* = to build)
	Down	building	having the quality
de struc tive	= de +	struct +	ive

What is the vowel of the first syllable of the derivative words given above? Why?

	End	having	
fi nite	= fin +	ite	(*finis* = end)
	Down	to end	having
def i nite	= de +	fin +	ite (*finire* = to end)

in fin i tive	de fin i tive	def i ni tion
in fin i ty	af fin i ty	def i nite ness

What is the vowel of the penult and antepenult of the derivative words above? Why?

	Down	to hang	
de pend	= de +	pend	(*pendere* = to hang)
	Down	hang	ing
de pend ent	= de +	pend +	ent
	Down	to climb	
de scend	= de +	scend	(*scandere* = to climb)
	Down	climbs	ing
de scend ant (adj.)	= de +	scend +	ant
	Down	climbs	one who
de scend ant (noun)	= de +	scend +	ant
	Down	climbing	act of
de scen sion	= de +	scens +	ion

LESSON 26.

de gen er ate	be nev o lent	deg ra da tion
de scrip tion	ben e fit ing	de stroy ing
de scent	ben e fit ed	de struc tive
de clen sion	de fens es	de fend ant
de fense less	de scen sion	def i nite
in de pend ent	in de pend ence	de pend ent
de lin quen cy	dem′ on stra ting	de tē′ ri o′ rate
dĕv as tā′ tion	de vel op	de vel op ment
de pos it	de fi cien cy	def i ni tion
de fraud	de ter mine	de ceased
de nun ci a′ tion	in de fīn′ a ble	in def′ i nite

LESSON 27.

WORDS RELATING TO MATHEMATICS.

com ple ment = comple (Completes) + ment (that which) (*complere* = to fill out)

com ple men ta r y = complement (Completes) + ary (having the quality)

per pen dic u lar	ver ti cal	hō mol′ ŏ gŏŭs
per pen dic u lar ly	par al lel	straight
ī sŏs′ cē lēs	trăp′ ē zoid	trā pē′ zĭ ŭm
e qui lat er al	e qual	e quals

sup ple ment = supple (Supplies) + ment (that which) (*supplere* = to fill up)

sup ple men′ ta ry = supplement (Supplement) + ary (having the quality)

rhom bus	hȳ pŏt′ ē nūse	dĭ vĭs′ i ble
prin ci ple	rule	ad e quate

LESSON 27 (Continued).

hō mŏ gē′nĕ oŭs	het er o gē′nĕ oŭs	sim i lar
ăl gĕ brā′ĭc al ly	an a lyze	ex pla na tion
bal anced	cir cum fer ence	cō ĕf fi′cient
con tĭg′ū oŭs	con tĭ gū′i tȳ	dem′on stra ting
di am′e ter	dif fer ence	in te ger
thē′ō rĕm	there fore	ther mom e ter
bi sec tor	par al leled	pȧ rĕn′thĕ sĭs
ad di tion	ăl gĕ brā′ĭc	an gle
di men sion	eighth	e lim i nate
e qua tion	e quiv a lent	fac tor
for ty	four	fourth

LESSON 28.

MATHEMATICS (*Continued*).

hor i zon tal	in′di cēs	in′te gral
lon′gi tude	lon gi tu′di nal ly	math e mat ics
men su rā′tion	mil li me ter	mul ti ple
naught	plane	pol y gon
pyr a mid	quan ti ty	quo tient
re sult ant	sca lene	scales
seg ment	sta tion a ry	sub trac tion
sym bol	two	twelfth
ul te ri or	in te ri or	va ry ing
vol ume	pro por tion al ly	a cute
bi no mi al	chord	cyl in der
depth	e qui an gu lar	par al lel′o gram

LESSON 29.

WORDS RELATING TO THE SCIENCES.

ab sorb	ab sorbs	a ce′tic
ad a mant	ad her ence	ad here
ad hered	ad he sive	ȧ ē′ri al
al bū′men	al co hol	ăl i men′ta ry
al ka line	am mo ni a	ăn *a*ĕs thĕt′ic
a nal o gy	a nal o gous	an a lyze
an a lyzed	a nat o my	an ti sep tic
ap er ture	ap pa rā′tus	ar se nic
at mos phere	a voir du pois	bal loon
beak er	bĭ tū′mĕn	blu ish
o dor	par af fin	e soph a gus
buoy an cy	buoy ant	căp′il la ry
cap il lăr′i ty	cap sules	car bon ate
cen ti grade	cen ti me ter	chlo ro form
chem is try	chlo ride	chā ŏs
co here	com pres si ble	crys tal
crys tal lize	de o dor ize	duc tile
duc til i ty	ef fer vesce	ef fer ves cent

LESSON 30.

SCIENCES (*Continued*).

e lec trŏl′y sis	el e ment	e qui lib′ri um
es sence	es sen tial	ē thē′rē al
fĭl′a ments	fil trate	flex i ble
fo li age	freeze	fŭl′crŭm
hăb′ĭ tăt	hȳ dro chlō′ric	ĭn′sū lāte
ker o sene	lar va	lar vae

LESSON 30 (Continued).

lab′ŏ ra tŏ rȳ	li que fy	lit mus
mal le a ble	mal le a bil′i ty	mam mal
me di a	met al	me tal′lic
mus cle	mus cu lar	os′cil late
ox y gen	ow let	or i gin
par a site	par a sit ic	pes tle
phŏs′pho rus	pith ball	prop a gate
prop a ga tion	rar e fy	re cep ta cle
sol u ble	spig ot	sul phate
sul phur	tar tar	test tube
va por	ver te brate	vol a tile
ves sel	zinc	co he sion

LESSON 31.

WORDS RELATING TO THE LANGUAGES.

ab la tive	ac cu sa tive	al lit′er a′tion
gram mar	gram mat ic al	pos ses sive
af firm a tive	an te ced ent	an te pe nult
ap pos i tive	aux il ia ry	ba thos
com par a tive	con so nant	co-or di nate
de clen sion	ex′ple tive	fem i nine
gen′i tive	gĕ rŭn′dĭve	hor′ta to ry
im per a tive	Lat in ism	mas cu line
met a phor	me ton y my	nar ra tive
nom i na tive	ob so lete	ob′li ga to ry
o nŏm′a tope	ŏn′ŏ măt′ŏ pœ′ia	on′o mat′o po ĕt′ic
pas sive	par ti tive	plu per fect
rhyme	rhythm	sen tence

LESSON 31 (Continued).

sub or di nate	syl la ble	sў nĕc′dȯ ~~chē~~
syn o nym	syn on′y mous	syn the sis
syn op sis	tau tol o gy	te trăm′e ter
pen tăm′e ter	tran si tive	tran si tion al
trim e ter	tro cha ic	trō ~~chē~~e
voc a tive	ad ver sa tive	fig ur a tive
cop u la	diph thong	hẏ pĕr′bȯ lē
in ter jec tion	neu ter	sĭm′ĭ lē

LESSON 32.

WORDS RELATING TO HISTORY.

ac ces′sion	aide-de-camp	Al ex an dri a
Al ci bī′a des	am mu ni tion	an ni hi la ted
A mer i can	al lies′	al lied
an nī′hi la′tion	an tag o nism	ar chā′ic
ar chi tec ture	ar chi tec tu ral	Ar is tī′des
Ăr′is tot le	Ar′is to tē′li an	Ar thur
Ar yan	as sas si nate	as sas si na tion
As sўr′i an	A the ṇi an	As to lat
at tack	at tack er	Au gus′tan
ạu′gū ry	Bab y lo ni an	bel liġ′er ent
be sie ging	siege	Beth le hem
Brit ons	Brit ish	Brit ta ny
Can a da	Cat i line	Cau cā′sian
cav al ry	cen tu ri on	cen tral i za tion
civ i li za tion	çhĕv′a lier′	chro nol o gy
Chris tian	cit a del	co los sal
colo nel	col umn	cŏm′mȧn dänt′
con fed er a cy	con spir a tor	Cos sacks

LESSON 33.

HISTORY (*Continued*).

cu nē′i form	Del a ware	del e gate
de moc ra cy	de pend en cy	di plō′ma cy
Dis sent er	ec cle si as tic al	ed i fice
E gypt	E liz′a bĕth′an	Eng lish
Ep i cu re an	E thi ō′pi an	e vac u a tion
ex pe di tion	fam ine	feu dal
for eign	for eign er	fu gi tive
gov ern or	Graeco-Persian	Great Brit ain
Gre cian	Greece	gŭl′lo tine
He′ra	Her cu les	hi′ēr o glŷph′ics
i dol a try	in au gu ra tion	im pe ri al
in de pend ence	Is ra el	Is ra el ites
Jap a nese	lieu ten ant	loy al ty
Ma cau lay	Ma ~~chi~~ a vēl′ian	Ma nil a
ma neu ver	Mar a thon	mar tial
mas sa cred	Med i ter rā′ne an	Mem phis
mo nar′chic al	Mo sa ic	O lym pi an
op pres sion	or a cle	pā pȳ′rŭs

LESSON 34.

HISTORY (*Continued*).

Par a dise	Pär′lĭa ment	Phā′rā oh
Pär′thē nŏn	peas ant	Pel o pon ne sian
Phil′ip pines	ple be ians	pŏl′ȳ the ism
pon tif′i cate	Por′tu guese	Psy che
Prŏt′es tant	Pu ri tan ism	quaes tor

LESSON 34 (Continued).

Ram e ses	re bel lion	Re nais sance
rep re sent a tives	sac ri le gious	sar coph′a gus
scep ter	se ces sion	Sĕm′ītes
sen ti nel	ser geant	Sic i ly
Sol o mon	sov er eign	sphinx
steppe	St. Peters burg	su prĕm′a cy
sū′ze rain ty	Syr a cuse	tĕn′ets
Tes ta ment	The bans	The mis′to cles
Ther mop′y lae	The′seus	tour na ment
Tro jan	troops	in vin ci ble
un con quer a ble	pre rŏg′a tive	war ri or

LESSON 35.

dis as ter	en sconced	en hanced
lan guor	im mi nence	tract
re frac to ry	ex hort	ex hor ta tion
cap tain	vil lain	vil lain y
re sent ment	strat a gem	tran sient
strat e gy	stra tē′gic	per verse
im pu dent	vul ner a ble	con cealed
grăn′deŭr	pal li ate	o di ous
pal li a tion	own	own er
cer tain	com′pe tent	cru el ty
sus tain	ad vice	en tice
choose	chose	cho sen
deal	dealt	death
their	per haps	guilt

LESSON 35 (Continued).

hes′i tan cy	wrath	al lot ment
sup ply	sup ply ing	sup plied
en dure	en dur ing	al lowed
in tel lect	in tel lec tu al	in tel li gent
el o quent	im mense	en no ble
sus pense	sep a rate	sep a ra tion
pre pare	prep a ra tion	re sour ces

LESSON 36.

to geth er	reign	reigned
mo nar chic al	re scind	su per sti tious
per se ver ance	rep u ta tion	brav er
flour ish ing	ser vant	priv i lege
tem′ per a ment	phi los o pher	ob sta cle
sym′ me try	sym met′ ric al	cloud ed
By ron	so lic it or	ad ap ta tion
sur prised	sus pi cious	sanc tu a ry
oc cur rence	ir re sist i ble	en light en ment
ad dict′ ed	im′ pe tus	di dac tic
hu mor	rep′ a ra ble	o be di ence
tac i tur ni ty	ve rac i ty	con science
con sci en tious	con sci en tious ness	con scious
con scious ness	vil lage	right eous ness
far thest	char i ty	char i ta ble
shep herd	ex hort	ex hor ta tion
re peat	rep e ti tion	ab bre vi ate
in ter est	ex ist ence	nec es sa ry

LESSON 36 (Continued).

coun cil	sole (only)	soul (spirit)
pro fess	pro fes sion	e lu sive
dif fu sion	hon or	hon or a ble
dis hon or a ble	os ten ta′ tious	de vel op

LESSON 37.

syn o nym	syn on y mous	Tues day
Job	Wednes day	per sist ent
el i gi ble	strength	su per cil′ i ous
Ma chi a vel ian	phys ic	phys ics
phys ic al	in ev′ i ta ble	in dis′ pu ta ble
mor als	mo ral i ty	speech
speech es	ex trav a gant	ex trav a gance
at ten u a ted	in gen u ous	crit i cise
in gen ious	ag′ gre gate	nar rate
nar rat ing	nar ra tive	neg′ li gence
too	pe nal	pen al ty
du el	con tempt i ble	un less
por ce lain	fil a ment	ef fect ed
af fect ed	qui es cent	lat er al
sus te nance	spe cies	sieve
sa lī′ va	in ci dents	in stan ces
ath lete	ath let ic	mu si cian
cus tom er	o mis sion	in no cent
o pin ion	phy si cian	oc ca sion
com mend a ble	pre dom i nant	led
ut ter	pac i fied	Bel gi ans
borne	al to geth er	com mit tee

LESSON 37 (Continued).

prep a ra tion	pre par′a to ry	lus trous
there	poi son	poi son ous
pre cip′i tate	tem per a ture	lu mi nous
ab sence	ab sen ces	hy dro gen
per cep ti ble	fur ther	stĕ rē o tȳpe
stĕ rē ŏp′ti con	vis i ble	in vis i ble
bar ris ter	del e gate	sou ve nir
pros e cute	per se cute	psȳ′chic

LESSON 38.—Dictation Exercise.

AN INCIDENT.

An *incident occurred* at the *siege* of a *village* in China, which illustrates how a *particularly* exasperating *disappointment* may *truly* prove a *benefit.*

Fascinated by the *description* of a soldier's *existence,* and *hoping* to be *transferred* to active service, William Smith had enlisted in the *regular* army. Two years of military life had *developed* and *benefited* him, *although* it had not *procured* for him the fame for which he had been *planning* and which he was determined on *winning.*

It *befell,* once, that *Sergeant* Smith, *owing* to his having been *accidentally* shot in the ankle, was left behind in camp. He was *beginning* to *believe* that the wound would not *receive* proper attention. *Until* he was shot he had been *hurrying* forward, *stopping always* with reluctance, and *summoning* all his will power to aid in *subduing* and

LESSON 38 (Continued).

controlling his not easily *tamable* impetuosity. Now he was sulking in his tent, *studying* a map showing the *principal villages* of the province, and wishing he had not been *separated* from his comrades.

"What *principle* did the Captain act on?" he said crossly to himself. "I am not *blamable.* I *offered* to go. It is not a *privilege* to stay here. I am not *benefiting* by it. Did I *dissatisfy* him? Does he *disapprove, too,* of me? What could *impel* him? I *dissent* from the order."

He *seized* his rifle and left the camp. It was *noticeable* that in doing this he *committed* a grave breach of *discipline* for which an *acquittal* would be difficult.

He had not gone far, and *already* was *almost* faint with pain, when he was startled by the *appearance* of something *shiny.*

"Spears," he whispered. Concealing himself, he watched them *disappear* in the woods. When they reappeared, he arose suddenly, fired his rifle, and rushed upon them. The Boxers threw away their weapons and fled tumultuously.

Smith was first *reprimanded* for his *breach* of *discipline,* and then, *although* he had *disobeyed* orders, was *regularly appointed* first a lieutenant and afterwards a *captain.*

LESSON 39.

Observe the sound of *s* in the last syllable of the following words: —

de ci ş̣ion	de lū ş̣ion	col lū ş̣ion
pre ci ş̣ion	il lū ş̣ion	oc ca ş̣ion
re vi ş̣ion	e lū ş̣ion	de ri ş̣ion
col li ş̣ion	dif fū ş̣ion	ex clū ş̣ion

The syllable *sion* in the above words is pronounced *zhun.* Observe the sound of *s* in the last syllable of the following words: —

ver sion	e mer sion	sub mer sion
ex cur sion	in ver sion	sub ver sion
con ver sion	as per sion	in cur sion
dis per sion	re ver sion	ex pul sion
im mer sion	di ver sion	o mis sion

The termination *sion* in the above words is pronounced *shun.* What is the difference between the two sets of words? State the rule for the pronunciation of the termination *sion.*

The termination *sion* immediately preceded by an accented vowel is pronounced *zhun;* the termination *sion* immediately preceded by a consonant of an accented syllable is pronounced *shun.*

LESSON 39 (Continued).

Pronounce the following words: —

man sion	con fū sion	ver sion
vi sion	as cen sion	con ver sion
con vul sion	con tū sion	dis per sion
sua sion	ex cur sion	as per sion
co he sion	ex plo sion	in ver sion

LESSON 40.

Observe the sound of *g* in the following words: —

wrīt inḡ (not wrītin)	watch inḡ	sing inḡ
some thinḡ	com inḡ	pud dinḡ
seek inḡ	help inḡ	go inḡ
be gin ninḡ	judg inḡ	not inḡ
fight inḡ	e ven inḡ	see inḡ
giv inḡ	say inḡ	draw inḡ

The dropping of the *g* is a sign of an uneducated person. Sound the *t* in the following words: —

kept (not kep)	cor rect	acts
just	ob ject	de fect′
per fect	ex cept	ab stract
crept	prod uct	ac cept′
dĭ rect′	pȧst	just as

Distinct enunciation is a sign of an educated person.

LESSON 41.

Observe the sound of *u* in the following words: —

dū ty	al lūde	de lūde
stū pen dous	e lūde	news (nūz)
il lū sion	lūte	re dūced
e lū sion	stū pid	in dūce
lū di crous	il lūde	av′e nūe

The pronunciation of *duty* as *dooty*, and *stupid* as *stoopid*, is a sign of an uneducated person. Pronounce aloud the following words: —

ad dūce′	tūne	con sūme
a new′	de lū′sion	con clūde
il lū sive (not *ziv*)	ap ti tūde	con clū sive (not *ziv*)
cū′li na ry	im por tūne	in tū′i tive
jū′ve nile	Jū′pi ter	Lū cy
lū cid	Lū ther	lūke′warm
lū cre	plūme	pre clūde
prē′lūde	pro dūce	res o lūte
res o lū tion	re sūme	slew (slū)
so lū tion	stū dent	sub dūe
tūbe	dū ty	stū pid

LESSON 42.

Observe the sound of *th* in the following words: —

moths	wreaths	cloths	baths
mouths	laths	paths	oaths
with (prep.)	beneath	booth	be queath

LESSON 42 (Continued).

In the above words *th* is sounded, not aspirated. Sound the *h* in the following words: —

wharf	where as	what	whe ther
whale	when	why	while
where	which	where fore	where with
Whig	whet	wheel	whey
whence	whiff	whim	whine
whip	whirl	whisk	whis tle
whi ther	whit tle	whiz	whorl

Observe the sound of *a* in the following words: —

hälf	påst	äunt (not änt)	down (äo̤)
cälf	åsk	läunch	town
pälm	gråss	stäunch	ground
älms	dånce	läun dry	found
cälm	glåss	läugh	a round
psälm	com månd	däunt	how
sä*l*ve	cåst	häunch	crowd
hä*l*ve	fåst	jäunt	sound
ä*l* mond	con tråst′ (v.)	häunt	now
drä ma	gåsp	täunt	bound
gäpe	låst	läun der	al low
bälm	måsk	läun dress	cow
cän't	måst	gäunt	house
shä'n't	påth	gäunt let	hound

In pronouncing ä and å the mouth should be open wide enough to insert two fingers. Read aloud the following: —

LESSON 42 (Continued).

What whim led White Whitney to whittle, whistle, whisper and whimper near the wharf where a floundering whale might wheel and whirl?

At half past two the crowd wheeled down town and then around the Capitol grounds.

LESSON 43.

Observe the accent in the following words: —

en tire′	mis con′ strue	spe′ cial ty
i de′ a	im′ pi ous	pas′ tor al
in quī′ ry	pre cĕd′ ence	cas′ u al ty
es tate′	pĕr′ emp to ry	dĕf′ i cit
dis course′	re cess′	de fect′
mu sē′ um	ir rev′ o ca ble	des′ pi ca ble
in dis′ pu ta ble	lam′ en ta ble	com′ pa ra ble
in com′ pa ra ble	a dult′	al ly′ (n. and v.)
ad′ mi ra ble	ad dress′ (n. and v.)	ab′ ject
va gā′ ry	ā′ li as	ac clī′ mate
a cu′ men	Ăr′ is to tē′ li an	con′ duĭt
bī′ cy̆ cle	leg′ is la ture	prĕf′ ace (n. and v.)
ag′ ri cul′ ture	fī nance′	op po′ nent
com′ pen sate	dem′ on strate	lĕg′ ate
ir rĕp′ a ra ble	ob′ se quies	stra tē′ gic
gŏn′ dō la	con dō′ lence	quī′ nīne
the′ a ter	rev′ o ca ble	ex′ quis ite

LESSON 44.

Words often mispronounced: —

to̤ (not tū)	bī ŏg′ra phy
do̤	sa tĭr′ic al
for (not fur)	Īre′land
at all (not a tall)	Ī′rish
de vel op them (not develop 'm)	oys′ter (not oish ter)
both of them	Par′lĭ*a* ment
a̤u′thor (not ā ther)	rec′oḡ nize
tō′ward (tō′ ẽrd)	gov′ern ment (sound *n*)
da̤ugh′ter (not dā ter)	at tacked′ (not attacted)
sla̤ugh′ter	lī′brȧ rў (not li ba ry)
cŏl′ŭmn	per form′ (not pre form)
nā′tū̇re	per haps′
lit′er a tū̇re	per′spi ra tion (not pres)
*a*ĕs thĕt′ĭc	chim′ney (not chim ley)
con spĭr′a cy	lăb′ō̇ rȧ tō̇ rў
e qua′tion (shun)	ge og′ra phy (not jog)
Fĕb rṳ ȧ̇ rў (not Feb u)	ȧ rĭth′mė̇ tĭc (not rith)
his′tō̇ ry (not histry)	yeast (not east)
sĕc′rė̇ tȧ̇ rў (not secertary)	thôught (not thŏt)
ŏf′*t*en (not *ten*)	sŏf′*t*en
drowned (not drownded)	ăth lĕt′ics (not atheletics)
wha̤t (not wut)	wa̤s̤ (not wŭs̤)
a̤ux̤ il′iar y (not auxilery)	ap pa rā′tus
bo̤u quet′ (not bō)	c*o*ûr′te ous

LESSON 45.

Words often mispronounced (*continued*): —

bī′cȳ cle
hoist (not hist)
mĕas′ure (not mā′sure)
heärth (not hērth)
hei nous (hā′nous)
pret ty (prĭt ty)
dĕaf (not dĕf)
dŏn′key (not dŭn)
răth er
săl mon
Cau cā′sian (shan not zhan)
squā′lor
Cĭn cĭn nă′tĭ (not Cin cin na tŭ)
jŏc′und
swāthed
arc tic (not ar tic)
zō ŏ lŏg′ ic al
pō′ĕm (not pōm)
fū′ĕl
height (not heighth)
dis cern (diz zern)
ex traôr′di na ry
bĕ fore (not buf fore)
bĕ hold (not buh hold)
bĕ hind

fär (not fur)
frŏm (not frum)
gĕn′ŭ ĭne
a gain (a gĕn not a gān)
tī′ny
hōōf (not hŏŏf)
rōōf (not rŏŏf)
rĕp′tĭle
ăn′swer
fal′con
Pal es tīne
bron chī′tis
o bĕs′i ty
lĕth′ar ġy
ad′a man′tĭne
zŏ ŏl′o gy (not zoo)
con sid er a ble
crụ ĕl (not crule)
be trŏthed
prŏm′ĭse (not promus)
scrụ′pŭ lous
sŭ pēr′flŭ ous
Thames (temz)
al bū′men
ȧ dĕpt′ (n. and adj.)

LESSON 46.—Rule XIII.

Nom.	Poss.	Nom.	Poss.
boy	boy's	girl	girl's
sol dier	sol dier's	cord	cord's
sleeve	sleeve's	stream	stream's
wid ow	wid ow's	fly	fly's
he ro	he ro's	vol ca no	vol ca no's
crowd	crowd's	doc tor	doc tor's
har bor	har bor's	heir	heir's

State the rule for the formation of the possessive singular. "*The possessive singular of nouns is formed by adding an apostrophe* (') *and* s *to the singular nominative.*" Observe further:—

gyp sy	gyp sy's	spig ot	spig ot's
road	road's	mor tal	mor tal's
neigh bor	neigh bor's	squir rel	squir rel's
cel lar	cel lar's	pup pet	pup pet's
suit or	suit or's	an gel	an gel's
ar ti cle	ar ti cle's	bur glar	bur glar's

LESSON 47.—Rule XIV.

Nom.	Poss.	Nom.	Poss.
friends	friends'	mar tyrs	mar tyrs'
veins	veins'	liz ards	liz ards'
law yers	law yers'	screws	screws'
wiz ards	wiz ards'	mes sen gers	mes sen gers'

LESSON 47 (Continued).

jail ers	jail ers'	men	men's
nails	nails'	wom en	wom en's
vi o lets	vi o lets'	chil dren	chil dren's
crea tures	crea tures'	helms men	helms men's

State the rule for the formation of the plural possessive. "*The possessive of plurals ending in* s *is formed by adding an apostrophe only; the possessive of plurals not ending in* s *is formed by adding an apostrophe and* s." Observe further: —

sta bles	sta bles'	stat ues	stat ues'
troughs	troughs'	tor rents	tor rents'
pas sen gers	pas sen gers'	South ern ers	South ern ers'
rai sins	rai sins'	spec ta cles	spec ta cles'
skel e tons	skel e tons'	com mand ers	com mand ers'
Brit ons	Brit ons'	crim i nals	crim i nals'
feet	feet's	teeth	teeth's
geese	geese's	mice	mice's
breth ren	breth ren's	ox en	ox en's

LESSON 48.

goodness' sake	conscience' sake	Xerxes' army
Moses' seat	Peleus' son	Essex' death

For the sake of euphony the possessive of some singulars ending in sound of *s* is formed by adding only an apostrophe. A difference of opinion exists with regard to the following: —

LESSON 48 (Continued).

Adams's Express	Dickens's works
Otis's letters	Jones's house
Barnes's history	Burns's poems
Charles's cup	James's hat
Howells's novels	Holmes's works

The weight of authority is in favor of the additional *s* whenever euphony will admit, but some reputable magazines and newspapers use the apostrophe only. We sometimes see the following: —

Adams' Express	Senator Jones' bill
Otis' letters	Dickens' works
Howells' novels	Hopkins' law

In some singulars of one syllable ending with *s* euphony demands the additional *s*.

Miss Pross's character	Squire Cass's house
Mr. Foss's store	Miss Gass's hat

A common mistake is *Burn's poems* and *Dicken's novels*, which means that the poems were written by Burn, and the novels by Dicken.

"In all cases the apostrophe is added to the *nominative* form." Observe further: —

Harper's Ferry	Burns's poems
Dickens's novels	Barnes's histories
a Briton's helmet	Britons' helmets

LESSON 48 (Continued).

a passenger's fare	passengers' fares
a weather-vane's arrow	weather-vanes' arrows
a wizard's book	wizards' books
a pumpkin's rind	pumpkins' rinds
a Quaker's bonnet	Quakers' meeting

DICTATION EXERCISE.

Burns's humor suggests Dickens's humor in its drollery.

The soldiers' tents were near the gypsies' camp.

Barnes's histories, Howells's novels and Holmes's works are in the library.

Describe Miss Pross's appearance and Godfrey Cass's character.

LESSON 49.

Be- fore	to make ready (*parare*)	Aside to prepare (*parare*)	
pre pare		sep **a** rate[1]	**im age**
prep **a** ra tion		sep **a** ra tion	**im a** ging
in vite		**mem o** ry	**im age** ry
in vi ta tion		**mem o** ra ble	**im ag** ine
de clare (*de+clarare*)		**mem o** rize	**im ag** in ing
dec lar **a** tion		com **mem o** rate (Rule?)	**im ag** i na ry
de cla ra tive		com **mem o** ra tion	in tel lect
de grade		de scribe	in tel lec tu al
deg ra da tion		de scrip tion	in tel lec tu al i ty
dev as tate		de scrip tive	in tel li gent
dev as ta ting		de scrib a ble	in tel li gence
dev as ta tion		in de scrib a ble	in tel li gi ble

[1] See *a rat* in separate.

LESSON 49 (Continued).

Make an observation concerning the emphasized letters. *The letters in the derivatives are the same as in the root.* Observe further in the following lessons: —

LESSON 50.

	between to ask (*rogare*)	
bus y	in ter ro gate (Rule?)	col lect
bus i ness (Rule?)	in ter ro ga ting	col lect i ble
bus i ly	in ter rog a tive	un col lect i ble
crit ic	in ter ro ga tion	col lec tion
		Again collect
crit ic al	pris on	rec ol lect
crit ic al ly	pris on er	rec ol lec tion
		Away to part
crit i cise	im pris on	di vide
crit i cism	im pris on ment	di vis i ble
cyn ic	con scious	di vi sion
cyn i cism	con scious ly	com mend
gram mat ic al	un con scious ly	rec om mend
gram mar	con scious ness	rec om mend a ble
gram mat ic al ly	un con scious ness	rec om men da tion

LESSON 51.

ex am ine	sys tem	stra tē′ gic
ex am in ing	sys tem at ic	strat e gy
ex am i na tion	sys tem a tize	pro duce
	with measure (meter)	
gov ern	sym met ry	prod uct
gov ern or	sym met ric al	hyp o crit ic al
gov ern ment	sym met ric al ly	hy poc ri sy
cru el	em bar rass	hor ror

LESSON 51 (Continued).

cru el ly	em bar rass ment	hor ri ble
cru el ty	em bar ras sing	con cil i ate
mar ry	de cide	con cil i a ting
mar ry ing (Rule?)	de cid ed	con cil i a tion
mar riage	de cid ed ly (Rule?)	con cil i a to ry

LESSON 52.

together com mode (Rule?)	measure civ il	in breathe in spire
convenient com mo di ous	being civ il ize	to make in spi ra tion
com mod i ty	civ il i za tion	act of ex pire[1]
ac com mo date	cen tral	out ex pi ra tion[1]
ac com mo da tion	cen tral ize	again re spire
con science	cen tral i za tion	res pi ra tion
con sci en tious	char ac ter	res pi ra to ry
con sci en tious ness	char ac ter ize	pos sess (Rule for sound of *o*?)
heav y	char ac ter i za tion	pos ses sive
heav i er (Rule?)	char ac ter is tic	pos ses sion
heav i ly	sac ri fice	holy per sist ent
heav i ness	sac ri lege	per sist ence
heav i est	sac ri le gious	per sist en cy

LESSON 53.

to ac cept	to take (*capere*)	to ac cede	to move (*cedere*)	to ac cel er ate	to hasten (*celerare*)
ac cept ing		ac ced ed		ac cel er a ting	
ac cept ance		ac ced ing		ac cel er a tion	

[1] S is in the sound of x (ks)

LESSON 53 (Continued).

with bread (*panis*) com pa ny	ac cess	ce ler i ty
ac com pa ny	ces sion	short being (*brevis*) brev i ty
ac com pa ny ing	ac ces sion	to make ab bre vi ate
ac com pa ni ment	ac ces si ble	act of ab bre vi a tion
ac com pa nist	ac ces so ry	to to increase (*crescere*) ac crue
ac cuse	ac cord ing	ac cru ing
ac cus ing	ac cu mu late	ac crued
ac cu sa tion	ac cu rate	ac cus tom
ac com plish	ac cu ra cy	ac cus tomed (Rule?)

A, *ab*, *ac*, etc., are forms of *ad*, meaning to. The final consonant *d*, of the prefix *ad*, assimilates to the initial consonant of the root.

LESSON 54.

fac ile (*facilis*)	holy to make sanc ti fy (*sanctus*)	tem po (*tempus*, *temporis*)
easy the quality of being fa cil i ty	sanc ti mo ni ous	time relating to tem po ral
fa cil i tate	sanc ti ty	tem po ra ry
act of fa cil i ta tion	the place where sanc tu a ry	with time relating to con tem po ra ry
ty rant	down to climb (*scandere*) de scend	to give tem po rize
tyr an ny	de scend ant	mon o tone
ty ran nic al	de scent	mo not o ny
ty ran nic al ly	de scen sion	mo not o nous

LESSON 54 (Continued).

great mind (*animus*) mag nan i mous	tran scend	alone to sell mo nop o ly
mag na nim i ty	tran scend ent	mo nop o lies (Rule?)
to make mag ni fy	tran scen den tal	mo nop o list
mag nif i cence	tran scen den tal ism	mo nop o lize

LESSON 55.

with passion sym pa thy	down to report (*nuntiare*) de nounce	loving man phi lan′thro pist
sym pa thet ic	act of de nun ci a tion	phi lan′thro py
sym pa thize	back re nounce	phil an throp′ic al
rec og nize	re nun ci a tion	hating man mis an thrope
rec og ni tion	forth pro nounce	mis an thro py
pen i tent	pro nun ci a tion	loves wisdom one who phi los o pher
pen i ten tia ry	beside in to put pa ren the sis	phi los o phy
pen i tence	par en thet ic al	phi lo soph ic al
well does one who ben e fac tor	against to put an ti th′e sis	nature phys ics
act of ben e fac tion	an ti thet ic al	phys ic al
ben e fit	ill does one who mal e fac tor	phy si cian
well saying act of ben e dic tion	act of mal e fac tion	phys i ol o gy
be nef i cent	saying mal e dic tion	phys ic al ly
ben e fi ci a ry	mal ice	phys i og′no my
be nev o lent	ma lev o lent	phys i og′ra phy

LESSON 56.

stone	relating to (*lapis, lapidis,* stone)	between	to pass	apart	to wear
lap i da ry		in ter	cede (*cedere*)	di	gest
apart stones to make					
di lap i date		in ter	ced ing	di	ges tion
di lap i da tion		in ter	ced ed	di	ges tive
di min ish		in ter	ces sion	di	ges ti ble
thoroughly	to advise				
di min u en do		per	suade	pop u	lace (*populus*)
				people	relating to
di min u tive		per	suad ing	pop u	lar
					full of
dim i nu tion		per	sua sion	pop u	lous
again	to attack				state of being
par tial		re	peat (*repetere*)	pop u	lar i ty
par ti al i ty		rep e	ti tion	pop u	lar ly
par tial ly		rep e	tend	length	
rel e vant		strength		length	en
not			to make		
ir rel e vant		streng	then	length	en ing
rel e van cy		streng	then ing	length	ened

LESSON 57.

placing	act of	forward	to move (*cedere*)	across	going act of
po si tion (*ponere positum*)		pro	ceed	tran si	tion (*ire, itum*)
before					
prep o si tion		pro	ceed ing	tran si	tive
forth					
prop o si tion		pro	ceed ed	in tran si	tive
sign	to make				
sig ni fy		nec es sa	ry	tran si to	ry
	having			in going	relating to
sig nif i cant		un nec es sa	ry	in i	tial
sense		ne ces si	ty	in i ti	ate

LESSON 57 (Continued).

sen si ble	mar ry	in i ti a tive
sen si tive	mar ry ing (Rule?)	in i ti a to ry
in sen si ble	mar riage	**mys** te ry
in sen si tive	mar riage able (Rule?)	**mys** te ries (Rule?)
ne go ti ate	mod i fy	**mys** te ri ous
ne go ti a ble (capable of)	mod i fy ing (Rule?)	hon or
ne go ti a tion	mod i fi er (Rule?)	hon or a ble

LESSON 58.

leg is late (laws, to make)	hab i tat (*habitare*)	veg e tate (*vegetare*)
leg is la tive (having the power)	in hab i tant (dwells, one who)	veg e ta ble (growing, capable of)
leg is la ture (that which)	hab i ta tion	veg e ta tion
leg is la tion (act of)	ha bit u ate	veg e ta ri an
leg is la tor (one who)	ha bit u al ly	re venge
in tent	con trol	a venge
in ten tion	con trol ling (Rule?)	ven geance
in ten tion al	con trol la ble (capable of)	wit ty
tol er ate	un con trol la ble	wit ti cism (Rule ?)
tol er a ble	**typ** i fy (to make)	trai tor (one who)
in tol er a ble	**typ** i cal (relating to)	trai tor ous (having the quality)
tol er a tion	vac il late	hu mor
tol er ant	vac il la tion	hu mor ous (full of)

LESSON 59.

phan tom	heir	vac cine
phan tas ma go ri a	in her it	vac ci nate
sub stance	he red i ty	vac ci na tion
sub stan tive	he red i ta ry	pre dict (*dicere*)
pleas ant	prob a ble	pred i cate
peas ant	prob a bly	pred i ca tive
pheas ant	prob a bil i ty	pred i ca tion
heav y	plu ral	re pent
heav en	plu ral i ty	re pent ant
Phil ip	par tic u lar	re pent ance (state of being)
Phil ip pines	par tic u lar ly (Rule?)	lim it
Phi lip pic	par tic u lar i ty	lim it ing.

LESSON 60.

hes i ta tion	mer ry	lim i ted
hes i tan cy	mer ri ment (Rule?)	lim′ it a ble
mim ic	move	il lim′ it a ble
mim ic ry	mov a ble (Rule ?)	ex cla ma tion
tyr an nous	im mov a ble	ex clam a to ry
tyr an nize	love	ex pla na tion
se quence	lov a ble	ex plan a to ry
con se quence	scene	hur ry
se quen tial	scen er y	hur ry ing (Rule ?)
con se quen tial	scen ic	hur ried
in con se quent	scen ic al	hur ried ly (Rule ?)

LESSON 61.

State the rule from Lesson 53, applied in the following: —

to to say (*dicere*)
ad dict

ad dict ed

state of being
ad dic tion

ar rive

ar riv al

to to be visible (*parere*)
ap pear

act of
ap pear ance

al low

act of
al low ance

to to try (*temptare*)
at tempt

at tempts (Rule ?)

at tempt ing

at tempt ed

to to prize
ap pre ci ate

ap pre ci a tion

ap pro pri ate

ap pro pri a tion

mis ap pro pri ate (Rule?)

to to do (*facere*)
af fect

af fect ing

act of
af fec tion

af fec tion ate

al lot

al lot ting (Rule ?)

al lot ted

act of
al lot ment (Rule ?)

ar range

ar ran ging (Rule ?)

act of
ar range ment (Rule?)

sitting act of (*sessio*)
ses sion

as sess

one who
as ses sor

as sess ment

to to lighten (*levis* light)
al le vi ate

al le vi a tion

as sid′ u ous

to to play (*ludere*)
al lude

al lud ing

al lu sion

to to draw near (*propiare*)
ap proach

may be
ap proach a ble

to to stretch (*tendere*)
at tend

one who
at tend ant

act of
at tend ance

at ten tion

ar rest

ar raign

as sault

suave (*suavis*, pleasant)

to make pleasant
as suage

as suaging (Rule?)

as suage ment (Rule?)

af fi da vit (*fidare*, to trust)

to spoken may be (*fari*)
af fa ble

LESSON 61 (Continued).

collect in a flock ing (*gregare*)		to to bestow (*tribuere*)
gre ga ri ous	as si dū′ i ty	at trib ute (v.)
to		
ag gre gate	ap par ent	at tri bute (n.)
		relating to
ag gre ga tion	ap pa ri tion	at trib u tive

LESSON 62.

with relate	with to send	with to send (*mittere*)
cor re late	col league (*legare*)	com mit
that which		
cor rel a tive	col lege	com mis sion
with note		
con note	col le gi ate	com mit tee
	together to bind (*nectere*)	with to order (*mandare*)
con no tate	con nect	com mand
ing	that which	
con no ta tive	con nect ive	com mand er
con no ta tion	con nec tion	com man dant

Col, *com*, *cor*, *co*, *cog*, are forms of *con*, meaning *with* or *together*. The final consonant of the prefix *con* assimilates to the initial consonant of the root.

with to rule (*regere*)	with to trade	
cor rect	com merce	com mend
		worthy of being
cor rec tion	com mer cial	com mend a ble
capable of being	to bring (*conferre*, *collatum*)	
cor ri gi ble	col late	com ment (*mens*, mind)
in cor ri gible	col la tion	com men tate
to break		
cor rupt	col lect	com men ta tor

LESSON 62 (Continued).

cor rup tion	col lec tion	com men ta ry
cor rupt i ble	col lect i ble	side relating to col lat er al
to strike col lide	col lect ive	com mon (*communis*)
col li sion	cor re spond	com mune
col lude	cor re spond ent	com mu ni ty
col lu sion	that which cor re spon dence	com mu ni cate
col lo quy	com mod i ty	com mo dore
col lo qui al	ac com mo date	com mo tion
to gnaw cor rode	strong to make cor rob o rate (*roborare*)	wrinkle cor ru gate (*rugare*)
cor ro sion	com mem o rate	com mis er ate
cor ro sive	com men su rate	col lo di um

LESSON 63.

out to plunge (*mergere*) e merge	in to plunge im merge
out migrate (*migrare*) em i grate	in migrate im mi grate
out to entice (*lacere*) e lic it	not permitted (*licere*) il li cit
out play e lude	upon play il lude
e lu sion	il lu sion
out to project em i nent	in to project im mi nent
em i nence	im mi nence

Ex (with the forms *e*, *ec*, *ef*) means *out; in* (with the forms *ig*, *il*, *im*, *ir*) means *in* (into, on) or *not.*

LESSON 63 (Continued).

out to make (*facere*) **ef** fect	in to make **in** fect	to to do **af** fect
e lude	**il** lude	**al** lude
e lu sion	**il** lu sion	**al** lu sion
out to take **ex** cept	in tak ing **in** cep tive	to to take **ac** cept
ex cep tion	**in** cep tion	**ac** cept ance
out of centre **ec** cen tric	not letter to make (*litera*) **il** lit er ate	to letter making act of **al** lit er a tion
out to pick (*ligere*) **el** i gi ble	**ir** reg u lar	
out to labor **e** lab o rate	**ir** rel e vant	
e lapse	**ir** re spon si ble	
el o quent	**ir** rev er ent	
ef fi cient	**ir** re sist i ble	
out to flow (*manare*) **em** a nate	**ir** rec on ci la ble	
ef fer ves cent	not measured **im** mense	
ef fer ves cence	**il** lim it a ble	
el lipse	**im** mac u late	
el lip tic al	in born (*natus*) **in** nate	
out to to bring (*aggerare*) **ex** ag ger ate	**im** me di ate	
ef fec tu al	**in** i ti ate	

LESSON 64.

over to take (*surprendre, surpris*)
sur prise

sur mise (*surmettre, surmis*)

over charge
sur charge

under to carry (*portare*)
sup port

under to fill (*plere*)
sup ply

under fills that which
sup ple ment

LESSON 64 (Continued).

over to make (*facere*)
sur feit

over mount
sur mount

over to pass
sur pass

under to place
sup **p**ose

under to press
sup **p**ress

under to bring (*gerere*)
sug gest

The prefix *sur* means *over;* the prefix *sub* (with the forms *su*, *suc*, *suf*, *sug*, *sum*, *sup*, *sur*, *sus*) means *under*. The final consonant of the prefix *sub* assimilates to the initial consonant of the root. The prefix *sur* remains unchanged.

more
sur plus

render
sur rend er

to live (*vivere*)
sur vive

sur round

to see (*videre*)
sur vey (v.)

sur' vey (n.)

ing
sur veil lant

that which
sur veil lance

sur coat

under to lie down
suc **c**umb

to go (*cedere*)
suc **c**eed

suc **c**ess

to warn (*monere*)
sum **m**on

(*summa* from *sub*)
sum **m**a ry

under to gird (*cingere*)
suc **c**inct

suc **c**or

to make (*facere*)
suf **f**i cient

to pour
suf **f**use

LESSON 65.

before to cast fore cast	**against to bid** for bid
before bode fore bode	**not to get** for get
before fore shad ow	**thoroughly** for give
before fore stall	**thoroughly** for swear
before fore seen	**utterly lost** for lorn
before fore run ner	**against to strive** for sake

The prefix *fore* means before, and is spelled forē; the prefix *for* usually means negation or thoroughness.

fore fa ther	for get ting
fore fin ger	for got ten
fore most	for bid den
fore thought	for băde
fore taste	for bid ding
fore go ing	for gave
fore gone	for giv en
fore sight	for sworn
fore know	for sook
fore most	for sak en

LESSON 66.

through to take (*capere*)
per ceive

to walk (*vadere*)
per vade

year relating to
per en ni al

to carry
per pe trate

to breathe
per spire

sees that which
per spec tive

per son (*sonare*, to sound)

to let go (*mittere*)
per mit

thoroughly to form
per form

to do (*facere*)
per fect

to stand
per sist

to advise
per suade

to follow
per se cute

to turn
per vert

to be strict
per se vere

to stand (*manere*)
per ma nent

The prefix *per* means *through, thoroughly.*

per mis si ble
per ceiv ing
per cep tion
per cep ti ble
per pe tra tion
per spi ra tion
per son al
per son age
per mis sion
per en ni al ly

per va ding

seen may be
per spic u ous

having the quality
per spi cu i ty

per fec tion
per form ance
per sist ent
per sist ence
per sua sion
per se cu tion
per verse
per ver sion
per se ver ance
per ma nence

hangs (*pendere*)
per pen dic u lar

per pen dic u lar ly

per se vered

LESSON 67.

The prefix *para* = beside or against. The *prefix* meaning equal is *equi*.

phrase
par a phrase

a writing
par a graph

of one another
par al lel

to loosen
par a lyze

to feed
par a site

a changing
par al lax

to throw
par a ble

pa rab o la

against a thought
par a dox

par al lel ism

par al lel o gram

un par al leled

pa ral y sis

distant
equi dis tant

sided
equi lat er al

angles relating to
equi an gu lar

weighted
equi pon der ant

value
e quiv a lent

balance
e qui lib ri um

weight
e qui poise

night
e qui nox

relating to
equi noc tial

powerful
e qui po ten tial

e qui val ue

voice relating to
e quiv o cal

e quiv o cate

The prefix *en* = to make. The *root* meaning equal is *equal*.

to make able
en a ble

to make noble
en no ble

to make melt
en am el

to make
e qual ize

e qual i za tion

capable of being
e qua ble

LESSON 67 (Continued).

en act	e qual i ty (state of being)
en am or	e qua tion (act of)
en am eled	e qua tor (that which)
en fee ble	e qua to ri al

LESSON 68.

Anti (Greek) = against. *Ante* (Latin) = before.

an tip a thy (passion)	an te ced ent
an ti dote (to give)	an te cede (to go (*cedere*))
an tith e sis (set)	an te cham ber
an ti cli max	an te date
an tip o des (feet)	an te me rid i an
an tip o dal	an te chap el
an ti thet ic al	an te mun dane
an ti chris tian	an te nup tial
an ti py rine (fever)	an te pran di al
an ti sep tic	an te ri or
an ti fe brile	an te room
an ti so cial ist	an te ced ence
an ti splen e tic (spleen)	an te ce den cy
an ti sla ve ry	an te ce dent ly
an ti scrip tu ral	an te di lu vi an
an ti-A mer i can	an te pe nult

LESSON 69.

ac quaint	as cent
ac quaint ance	as cen sion
ac qui esce	as cer tain
ad jec tive	be cause
ad mis si ble	be fell
ad van ta geous	be lat ed
ad vise (v.)	chro nom e ter
ad vice (n.)	chro nol o gy
ad vis a bil i ty	chron o log ic al

State the meaning of the prefix in the above words.

cam paign	coarse	com pe tent
can non	climb	com pe ten cy
cease less (Rule ?)	climb ing	com pe ti tion
close ly (Rule?)	com bus ti ble	com plete ness
com pli ment (Mean'g?)	con demn	con sist ent
com pli men ta ry	con demn ing	con sist en cy
con spic u ous	con tem po ra ry	con tempt i ble
con tin gent	coun cil (Meaning?)	crowd
con tin gen cy	coun cil or (Meaning?)	dealt

LESSON 70.

Peri = around. *Epi* = upon or in.

per im e ter (measure)	ep i dem ic (people)	en e my
per i car di um (heart)	ep i car di um (heart)	en e mies
per i carp (seed)	ep i der mis (skin)	en mi ty

LESSON 70 (Continued).

per i style (column)	ep i gram (writing)	en tice ment (Rule?)
per i stal tic (place)	ep i gram mat ic	drown ing
per i pa tet ic (walk)	ep i logue (saying)	dumb
per i os te um (bone)	ep i taph (tomb)	ear nest
per i anth (flower)	ep i thet (putting)	ear nest ness
per i phrast ic (phrase)	e pit o me (cutting)	ec sta sy

LESSON 71.

es pe cial ly	far ther	de spond ent (Prefix?)
ex ceed	far thest	de ceased
ex ceed ing ly	fas ci na tion	de spond en cy
ex cite ment (Rule?)	Feb ru a ry	dis eased (Meaning of prefix dis?)
frail ty	gen er os i ty	hun gry
cru el ty	gnawed	hordes
loy al ty	griev ance (Rule?)	im i tate (*imitari*)
spe cial ty	guard ing	im i ta ble
hap pened	guilt	in im i ta ble
heard	guar an tee	in ap pli ca ble
height	guil lo tine	in dis pen sa ble

LESSON 72.

in flam ma ble	i ri des cent (rainbow (*iris*))	i tal i cized
in ter rupt	re sist i ble	jeal ous y
in ter rup tion	ir re sist i ble (not)	jour ney
its[1]	ir re spon si ble	jour neys (Rule?)

[1] The possessive its is written without an apostrophe.

LESSON 72 (Continued).

journeying (Rule?)	judg ment	la ter (Meaning?)
ju ve nile (*juvenis*)	know ledge	lat ter (Meaning?)
leath er	ac know ledg ment	mam moth
leath ern	lei sure	man ner
heath er	loose ly (Rule?)	man ner ism
heav i er	lone	man tel (Meaning?)
lead	lone ly	mag a zine

LESSON 73.

mead ows	me di ae val	pas tor al
mar vel ous	black bile mel an cho ly (*melas*)	pe rus al
min i a ture	mon ey	pic tur esque
to bind (*ligare*) o bliged	o pine	plau si ble
work (*opera*) op er a	o pin ion	sta tion a ry[2]
op er a tion	per ma nent	stud ied
per son age	per ma nence	steel
stead y	mem o randum (Root?)	suit or
stead i ly (Rule?)	mem o ran da	suit a ble
peas ant	mo tor	sov er eign
pleas ant	no ti cing	sov er eign ty

LESSON 74.

Pre = before.

to stretch (*tendere*) pre ten sion	first prim i tive	pres ence
to come (*venire*) pre vent ive	prin ci ple[1]	qui et
to be strong (*valere*) pre vail ing	re nun ci a tion	qui et ly

[1] *Principle* and its synonym *rule* both end in *le*.
[2] *Stationery* and its synonym *paper* both end in *er*.

LESSON 74 (Continued).

pre his tor ic	rep ri mand	quar ter
pre em i nent	re view	quan ti ty
to run (*currere*) pre cur sor	ri pened (Rule?)	quan ti ties (Rule?)
to ask (*rogare*) pre rog a tive	rode (Meaning?)	read y
pre ëx ist ence	scru pu lous	read i er
pre dom i nant	sim i lar	read i ly
pre cede	sim i lar i ty	laugh rid i cule
realm	dis sim i lar (Rule?)	ri dic u lous
splen dor	sim i lar ly	scin til late

LESSON 75.

a web (*tela*) su*b* tle	ref er ence	sure
su*b* tle ty	pref er ence	sus cep ti ble
su*b* tly	reign	sus pend
sub tle ness	reign ing	sus pen sion
slug gish (Rule?)	re lief (Rule?)	sweeps
red dish	re sist ance	main tain
sep a rate	re sem blance	main te nance
sep a ra tion	right	sus tain
rec o*g* nize	right eous	sus te nance
rec o*g* ni tion	right eous ness	throne
some what	stat ure	un scru pu lous

LESSON 76.

va ry	taste less (Rule?)	view
va ry ing (Rule?)	tan gi ble	ve to ing
va ri e ga ted	tem per a ment	won der
wreck	tem per ance	whose

LESSON 76 (Continued).

wreck age	than	ab hor rence
wrap	their	ad mi ra ble
wrapped	threat en	to tal ly (Rule?)
a bun dance	threat en ing	trag e dy
symp tom	u su al ly (Rule?)	trag ic
with passion sym pa thy	un u su al ly	treach er y

LESSON 77.

type to make typ i fy	weath er	ad mir ing
relating to typ ic al	wrought	ad mis si ble
col umned	yield	ad ap ta tion
un cer tain	yield ing	ad just ed
un nec es sa ry	yield ed	advancement (Rule?)
un con scious	ab stain	af ter
ver bal	ab sti nence	a grā′ ri an
vin dic tive	ab so lute	a live
vir tue	ad min is tra tion	al tar

LESSON 78.

Ab = from.

a mi a ble	*a pri o ri*	from a sun der
a mong	*a pos te ri or i*	from to swear ab jure
a mount	a pos tro phe	from loose ab solve
am pli tude	a rith me tic	a the ism
an ces tor	a roused	a the ist
an ces tral	as cer tain	heard may be au di ble (*audire*)

LESSON 78 (Continued).

an cient	gap ing (Rule ?)	au di ence
ath let ic	bar ba rous	won drous
a vow al	bare	Bas sa ni o
awk ward	ba sin	bed lam

LESSON 79.

Al = relating to.	*Cle* = little.
spher ic al	skin cu ti cle
e co nom ic al	root rad i cle
ec cle si as tic al	song can ti cle
e go tis tic al	body cor pus cle
el lip tic al	joint ar ti cle
gram mat ic al	ear au ri cle
sym met ric al	stomach ven tri cle
phil o soph ic al	feather pin na cle
pe ri od ic al	par ti cle
psy cho log ic al	skin pel li cle
ver ti cal	bar na cle
rad i cal	coal car bun cle
ty ran nic al	hand man a cle
prac ti cal	

LESSON 80.—Dictation Exercise.

A CONVERSATION.

Two soldiers from *Cincinnati* met in the *Philippines* at *Manila* after *somewhat similar* and *weird* experiences. *Macaulay offered Thackeray* a chair, and *choosing* one for himself, *proceeded* to *develop* a *surprise.*

"I'm making *preparations* to go home, old man," he said.

"What luck!" said *Thackeray.* "*There* will be *too* many of us left here. Take me."

"I *believe* that would be a *privilege* which can't be *effected,* though I *perceive* a sea voyage would be *beneficial* to you."

"Yes. My wound still pains me. Got it in the bush. Dusky *villain* of a *guide preceded* me. Eight *Filipinos* in ambush *seized* me."

"Too bad, old man," said *Macaulay* much *affected.* "It's a bad *principle* to *believe* in these *Filipinos.* They are so *accustomed* to *tyranny* that their faith is Punic. The *Filipinos* need *development* badly."

"*Truly* said. Our *principal purpose* now is to keep their bands *separate.* Want my *Dickens's* novels, or some *Women's* Rights literature to read on the steamer? Good by."

LESSON 81.

WORDS USED IN PHYSICS.

bal ance	con cen trate	ba rom e ter
tie	ty ing (Rule ?)	gas
touch	si phon	air
Fah ren heit	mi crom e ter	ten sile
gauge	den sim e ter	prin ci ple
par af fin	e vap o ra ting	con dense
cord	per ma nent ly	ful crum
de tach a ble	con tin u ous	e qui li brant
piv ot	height	bare ly
hook	pul ley	gas es

LESSON 82.

WORDS USED IN BIOLOGY.

em bry o	nour ish ment	fi brous
pe ren ni al	nu cle us	pro to plasm
de vel op ment	nu tri tion	crea ture
ex ist ence	as sim i late	def i nite
vac u ole	vol un ta ry	cil i a
al bu mi nous	per form ance	breathes
mov a ble	pi pette	there fore
stom ach	sym me try	fer tile
dis sec tion	dis sem i na tion	con triv ance
con ven ient	**aq** ue duct (*aqua, aquae.*) of water a leading	scal y
ox y gen	a quat ic water	de vel ops (Rule?)

LESSON 83.

WORDS USED IN CHEMISTRY.

crys tals	el e men ta ry	mouths (Rule ?)
ox i da tion	am mo ni um	wheth er
oc curs (Rule ?)	pre vi ous	moulds
bril liant	piece (Meaning ?)	add
bril lian cy	ob serv ance	neu tral ize
pneu mat ics	hole	once
de scend	chlo ride	brought
whole	chlo rine	in o dor ous
me chan ic al	La voi si er	in di vis i ble
u nit	crys tal li za tion	Priest ley

LESSON 84.

CHEMISTRY (*Continued*).

nec es sa ry	ab sorbs	di vid ed
re sem ble	peel (Meaning ?)	fur ther
there by	oc curred (Rule ?)	oc cur rence
lat ter	cir *cu*it	e rect
bī chro′mȧte	chro mi um	bleach er
ar sē′ni ous	floc cu lent	man ga nese
per cent	mor tar	cot ton
per cent age	mat ters	col or
blew (Meaning ?)	some thing	col ored
lev el	nick el	col or less

LESSON 85.

WORDS USED IN HISTORY.

Syr i a	ren dered (Rule?)	Il i ad
which	Phoe ni cian	Od′ys sey
where	de i ties	down
where in	prov ince	frieze
coun cil (Meaning?)	sub ju ga ting	Aē gē′an
coun cil or	Pal es tine	A ~~ch~~ll′les
A pol lo	ban ish ment	writ ing (Rule?)
middle land Med i ter ra ne an	ex il ing (Rule?)	whose
A crop o lis	re nowned	Men e la us
led (Meaning?)	cap i tol (Meaning?)	ad van ta ges
siege	far sight ed	U lys ses
Ther mop′y lae	far sight ed ness	ar chi tect

LESSON 86.

HISTORY (*Continued*).

stat ues	Cly tem nes tra	Per sia
Prop′y l*ae*′um	ig no rant	Hel les pont
Prop′y l*ae*′a	Pe nel′o pe	Sic i ly
sculp tor	Ar ca di a (Greece)	Si cil ian
writ er	lit er a ture	He rod′o tus
or a tor	Prax it′e les	Aes′chy lus
or a to ry	Eu rip′i des	Venus de Milo
their (Meaning?)	mar bles	Phi lip′pic
phi los o phy	fore most (Prefix?)	gen ius
Xen o phon	vo lup tu ous	ex cel

LESSON 87.

in sti ga tion	mane (Meaning?)	a dapt ed (Meaning?)
nei ther	asks	ad′ap ta′ tion
tem po ral (Der.?)	ex ag ge ra ted	a dapt a bil i ty
ought (Meaning?)	pat ro nym ic	con cern
in di cate	spec i fi ca tion	con cern ing
in dic′a tive	op ta tive	tru ly
school	lev el	rev e la tion
schemes	ac cu sa tion	Da nish
sphere	ac cu sa tive	suc ces sion (Rule?)
glad i a to ri al	in no cent	col lege
lit er al ly	wretch ed	chose
al tar (Meaning?)	yield ing (Rule?)	cho sen

LESSON 88.

suf fix	ex ploits	fur thest
in de ci sive	ex clud ing	slip per y (Rule?)
gal ax y	un a vai la ble	birds (Rule for plural?)
coun sel (Meaning?)	strat a gem	de lir i um tre mens
con′fer ence	ef fort	cor re spond ing ly
dep re da tion	ex ist	pu pil
as sail (Rule?)	ac cept a ble (Rule?)	fro zen
per ma nent ly	ac cept ance	de ter mine
tech nic al	han dle	de ter mi na tion
teams	er rand	strict ly
mu ti late	com pa tri ot	clause
mu ti nous	com pas sion ate	as sist ed (Rule?)

LESSON 89.

watched	treat ment	moun tains
pro mo tion	Nic a ra gua	suc cess ful (Rule?)
syl lo gism	com pelled (Rule?)	cus toms
wel fare (Rule?)	nec es sa ri ly	cus tom er
com pete	pur suit	prac ti cal
com pe ti tion	guard ed	part ner ship
de ny	here	in′flu ence
de nies (Rule?)	high er	in flu en tial
like ly (Rule?)	in cit ing (Rule?)	cor rupt (Rule?)
un der hand	tithe	Scot tish
sel dom	par ish	Scrip tures
ac com plish ments (Rule?)		qual i fi ca tions

LESSON 90.

gour mand (Meaning?)	Ar cite	re ward
gourmet (Meaning?)	met′a phys′ics	a void
chrys an the mum	tra pe zi um	post poned
her ba ceous	trap e zoid	con sol i da tion
s*ch*ism	week (Meaning?)	il la tive
pel i can	swol len	Hy men
man i kin	cyg net	Hȳ′mē nē′al
cyc la men	um brel la	em bas sa dor
far thest	be stows (Rule?)	not equal non pa reil
pa go da	hos pice	pro pri e tor
in dom i ta ble	thirst	whose
re cip ro cal	scen ic	im plore
ab ra sion	scen i cal	val iant

LESSON 91.—Dictation Exercise.

THE BOERS.

The Boers are an *original* people. They worship the *Christian Deity* with *conscientious* and *consistent* fervor. The *pleasant* life of the veldts has left them *leisure* for hunting; they *excel* as marksmen and are *excellent* riders. The valor and *strategy displayed* by them on numerous *occasions* leave no room for *criticism.* They are versed in the *stratagems* of war and are well supplied with *ammunition.* The *exhilaration* of open air life makes them healthy; few of them are *diseased* or have *symptoms* of disease. They have the *advantage* of being better *acquainted* with the country than the *British,* and their *chosen* ground for fighting is among the kopjes, where they make their *appearance* in *miniature* armies before the *British* are *conscious* of their *presence.* Mounted upon their *indispensable ponies,* before they can be *interfered* with, and with an utter *absence* of fear, they make sudden and *irresistible descents* upon the *British,* which are very *embarrassing* to the *imaginations* of *Britain's* rulers.

The *heroes* and *deities* of the *Iliad* and *Odyssey* fought no more bravely than do these untutored denizens of the veldts and kopjes.

LESSON 92.

ep i cure	ex plain	gen tian
dip ping (Rule?)	ty rant	a nem o ne
op ti mis tic	weak (Meaning?)	ge ra ni um
ea ger	lus cious	clem a tis
fi er y	mar jo ram	o le an der
o ver whelm ing	rose ma ry	as sist ant
re strain ing (Der.?)	co nun drum	dem onī′a cal (Der.?)
oc cu py ing (Rule?)	Swe den	sleep walking (*ambulare*) som nam bu lism
Dun sin ane	Hi ber ni ans	pa thos
Caw dor	par li*a* men ta ry	hand some
Nor we gian	cir *cu*it	ca pa bil i ty
pre sen ti ment	ref er ee	vīs′ count
ruf fian	am nes ty	vīce′ roy
a ris ing	a za le a	mar chion ess (Suffix?)

LESSON 93.

mort gage	Pres by te ri an	nice
bar on ess (Suffix?)	war like	at the same time si′mul ta′ne ous
so lic it or	Mo ham med an	se quen tial ly
re sus ci ta ted	new com ers	sus pense
mon as ter y	ro man tic	pro pi ti ate
prel ate	prej u dice	per tain ing
U′ni tā′ri an	viv id ly	pro claim
in im i cal	mur mured (Rule?)	proc la ma tion
state li ness (Rule?)	khe dive (kă dēv′)	cer e mo ni al

LESSON 93 (Continued).

ap pĕl′ late	can on (Meaning?)	chan cel lor
lit ur ġy	lit er a ry	lit a ny
ex alt ed	con quer or	ep ic
ep och	bar ba rous	im mor tal (Rule?)

LESSON 94.

ex pe ri ence	dim (Rule?)	fa ther
en clo sure	dime (Rule?)	far ther (Der.?)
rec om pense	bot tom (Rule?)	like ness (Rule?)
ex trav a gant	gyp sy	fre quent ing
ex trav a gance	gyp sies (Rule?)	pre ëx ist ing
con tem po ra ne ous ly	no tice	sad ness
ep i sode (Der.?)	prom i nent	turn′ key
ex claim	Charles Dar nay	e pis tle
ex clam a to ry	in de fat i ga ble (Der.?)	con vin cing
ex cla ma tion	kin dred	no bil i ty
lis ten er	for mer ly	ru i na tion
cri er (Rule?)	life	re sponse (Der.?)
ca jole	lives	dom i neer ing (Der.?)

LESSON 95.

chron i cle	in ter	Sam son
rec on noi ter	in terred (Rule?)	rhyth mic
frol ick ing	dis in ter (Rule?)	un quench a ble
frol ic	as ton ish	Ma cau lay
stat ue (Meaning?)	as ton ish ment	Thack er ay
stat ure (Meaning?)	a fraid	The oc ri tus

LESSON 95 (Continued).

haugh ty	strug gle	re tir ing (Rule?)
haugh ti ness(Rule?)	life less (Rule?)	re tire ment (Rule?)
con ver sion [1]	pre dic tion	per son al
ex cus a ble	par tic u lar ly	tre panned
re pel	re late	ret i cence
re pel lent	rel a tive	pa tron

LESSON 96.

sparse	vil lain y	laud a ble
Jew	wran gle	lin net
Jew ish	wrath	leg ate
passed (Meaning?)	khan	Steele
past (Meaning?)	o be di ence	trum pet er
tem po ra ri ly	te mer i ty	Je ru sa lem
su per cil i ous	spec u la tive (Der.?)	re or gan i za tion
mor als	pred e ces sor (Der.?)	steal (Meaning?)
sat ire	pre ci sion (Der.?)	stole
sat ir ize	ten den cy	sto len
sa tir ic al	rhi noc e ros	taw dri ness

LESSON 97.

tran scen den tal ist (Der.?)	par tridge	al le giance
Queen Anne	les sen ing	deaf ened (Rule?)
re form	ac quaint	dis charge (Prefix?)
ref or ma tion	without government an arch y	dis cov er
rem i nis cent	one mon arch y	dĭ dac tic
rem i nis cence	mo nar chic al	ex ot ic

[1] State the rule for pronunciation.

LESSON 97 (Continued).

ter ra pin	ol i gar chy (few)	em bas sy
su per flu i ties	ol i gar chic al	en su ing (Rule?)
or tho dox (right opinion)	as cet i cism	E gyp tian
het er o dox (other)	ad jure (to to swear)	ep i thet (Prefix?)
het er o ge ne ous (kind)	ab jure (from)	ep i taph (Prefix?)
lac te al	ad dict ed	in dorse ment
sor cer y	ac quire	e lim i nate

LESSON 98.

eq ui page	ex′qui site	clas sic al
ex haust	con ferred (Rule?)	con du cive
ex haust ive	con sid er	coun ter feit
com pli ance	con sid er ate	col o nize
Cae sar	com pro mise	Car lyle
force ful (Rule?)	fas tid i ous	fiend (Rule?)
flu ent	glam our	in still
bar ris ter	Bib li cal	By ron
bit ing (Rule?)	Bur roughs	hip po pot a mus
hid e ous	hal yard	Ger man ism

LESSON 99.

cap′taĭn[1]	Chris tian (ch*a*n)[2]	pas tor *a*l[3]	fil ial (y*a*l)[4]
foun′taĭn	Bel gĭ an	pa ren t*a*l	a e ri al
moun′taĭn	Nor we gĭ an	cor po r*a*l	in i tial

[1] *Ain* short is pronounced *in* or *en*.

[2] *Ian* is pronounced *ian*, *yan*, or with *s* or *t*, *shan* or *chan*.

[3] *Al* is pronounced *al*.

[4] *Ial* is pronounced *ial*, *yal*, or, with *t* or *c*, *shal*. Whenever the pronunciation is *in*, *en*, or *al* the spelling should *not* be *ian* or *ial*.

LESSON 99 (Continued).

cer′ taĭn	E gyp tian (sh*a*n)	fu ner *a*l	spe cial
vĭl laĭn	mu si cian (sh*a*n)	tem po r*a*l	ma te ri al
chief taĭn	ruf fian (y*a*n)	sev er *a*l	se quen tial
mur raĭn	Cas pĭ an	pri me v*a*l	par tial
a gain (ĕn)	gen tian (sh*a*n)	o rig i n*a*l	mar tial
bar gain (ĕn)	Cau ca sian (sh*a*n)	me di ae v*a*l	su per fi cial

LESSON 100.

State the rule for the formation of each of the following possessives.

princess's father	hermit's cave
country's sake	Malory's King Arthur.
Laertes' character	Yankees' defeat
Longmans' edition	Hopkins' law
Lyly's Euphues	witches' prophecy
Keats's poems	Hughes's works
Wilkie Collins's novels	Holmes's essays

	to drive (*pellere*)
be fall[1]	com pel
be fell	re pel
re call	im pel
mis spell	dis pel
fore tell	ex pel
un well	pro pel
in stall	re bel
re fill	ex cel

[1] *English* words ending in double *l* used as *roots* retain the double *l* in the derivative words.

LESSON 101.—Compound Words.

aide-de-camp	nose-glasses
commander-in-chief	rose-colored
color-blindness	Graeco-Persian
well-grounded	well-proportioned
high-strung	hot-headed
snow-covered	self-centered
self-sacrifice	blindman's-buff
self-possession	self-righteousness
sleigh-bell	self-satisfaction
self-conceit	quilting-bees
great-grandfather	self-condemnation
gas-burner	bird's-eye
old-fashioned	grass-grown
word-building	ill-treated
rose-breasted	snow-bound
well-behaved	well-disposed
great-grandson	whip-poor-will
mother-in-law	father-in-law
jew's-harp	free-soil
weather-beaten	warm-hearted

LESSON 102.—Dictation Exercise.

A SCHOOL EPISODE.

It *happened* once in a certain school that a *chosen committee received* an *invitation* from the Faculty to conduct a series of *examinations*. *Probably* their ready *acquiescence* was due to the *criticism* that it was a *noticeable* fact that,

LESSON 102 (Continued).

though the pupils could prove that *monopolies* were *foreign* to American *principles,* though they could solve algebraic problems by the *column* and though they could write *volumes* on ancient *civilization,* yet they were not *acquainted* with the more *advantageous knowledge* of the *pronunciation* and *derivation* of common words. This *surprise* reduced many pupils to *despair,* among them an especially *sensitive* boy named *Arthur Coleridge.* His *neighbor* across the *aisle, Philip Byron,* was by no means of *similar temperament,* being quite without *conscience.* On this *occasion, therefore,* he did not *hesitate* to ask Arthur for a *summary* of his answers. The latter was thereby placed in a *dilemma.* He hated to refuse, yet he felt that the proposed dishonesty might prove *disastrous* to them both. Finally he said, "I cannot be *responsible* for what you have been too *indolent* to learn."

Now it *happened* that the whole *occurrence* had been *witnessed* by one of the *conductors* of the *examination,* who forthwith *summoned* young *Byron* to the desk. This *conscienceless* youth told a *plausible* story; but the *examiner interrupted* him by saying, "Let me *relieve* you of the *necessity* of inventing a tale. I *understand* the *incident* thoroughly. Any *repetition* of your *offense* will be *sufficient* cause for *suspension.*"

Let us hope that this *occurrence,* which might have proved a *mimic tragedy,* taught both the boys a *permanent* lesson.

LESSON 103.

ab sorbs (Rule ?)	break age	can non (Meaning ?)
a cū′ men	bub ble	cap i tal (Meaning ?)
ad just ed (Der.?)	Bun yan	cem e ter y
ba sic	un ex am pled	ces sion (Meaning?)
bev er age	bur y	se ces sion (Der. ?)
bed lam	bur ies (Rule ?)	çham ois
bor der (Meaning?)	bur ied	cheer
bor der ing	bust ling	Çhi cạ′ go
bos om	cab i net	chim ney
both	cal lous	chim neys (Rule?)
bowl der	cal en dar (Meaning?)	choice
brace let (Rule ?)	Ca naan	Ten nes see[1] (n.)
brag ging (Rule ?)	Can a da	ces sa tion

LESSON 104.

cir cu la tion	zeph yr	con dense
around cir cum fer ence	com par i son	con dens er
cir cum stance	com pre hen sive	con den sa tion
speaking cir cum lo cu tion	com plex ion	con duct
cir cum nav i gate	con cealed	con fi dence
to write cir cum scribe	con **cen** ter (Der. ?)	con fer ence
cit a del	con **cen** trate	con flict
cite (Meaning ?)	con **cen** tra tion	con se quence
to cut ci vil i ty (Der. ?)	con **cise**	con spire
clas si fy (Der. ?)	in **ci** sion (Der.?)	con spīr a cy
cod i cil	in **ci** sive	con sum ma tion

[1] A way to remember it is to spell it "t-e-double n, e-double s, double-e."

LESSON 104 (Continued).

with name cog no′men	to run (*currere*) cur rent	con tain ing
com fort ing	con cur rent	con tend
com fort a ble	con cur rence	con ten tion
con ven ient	con tin u ous	con ten tious

LESSON 105.

con vert ed	coun sel (Meaning?)	Sir Roger de Coverley
con vey ance	coun sel or	cred u lous
cop y right	coun te nance	cross bow
body (*corpus, corporis*) **cor po** ral	course (Meaning?)	crowd
cor′po rate	cour te ous	cur rant (Meaning?)[1]
in **cor po** rate (Der.?)	cour te sy	cu ri os i ty
cor po ra tion	cous in	in ter pret ed
dan gled	de li cious	de liv er ance
de not ing (Rule?)	through drawing di a gram	dun geon
de vout	de sir ous (Rule?)	to dry (*siccere*) des ic ca ted
dis creet		du ra bil i ty
dis crē tion	an angle di ag o nal	ed i ble
dis band	di ag o nal ly (Rule?)	e go tis tic
du al (Suffix?)	measure di am e ter	ei ther
dis tinc tion	to enclose di a phragm	E laine

[1] Derived from Corinth, whence the small dried grape was first imported.

LESSON 106.

do nate	du el (Meaning?)	em pha sis
don or (Der.?)	Emerson	em pha size
dow ry	George Eliot	em bel lish
en coun ter	en cum brance	em bel lish ment
en er gy	e nig ma	en sconced for a day
en ter prise	en trance	e phem er al
e ques tri an	er ror	es cape
eu lo gy	er ro ne ous	Eu phu es
eu lo gis tic	well speak- ing eu phe mis tic relating to	eu phu is tic
e vac u ate	ex cite ment (Rule?)	ex cru ci a ting
ex er ci ses	ex hib it	ex u ber ant
ex ist ence	ex hi bi tion	ex on er ate
ex or bi tant	ex pres sion	ex trem i ty

LESSON 107.

vil lain ous	gay e ty	gild (Meaning?)
pa vil ion	gen der	gilt (Meaning?)
fal ter	ges ture	hea then
fa mous	ges tic u late	height
fault	gin ger	hence
fa vor a bly	gran deur	hin drance
flee ing	great (Meaning?)	hoard (Meaning?)
flick ers	group ing	hon ey
flour ish ing	growled	husks

LESSON 107 (Continued).

flut ter ing	gud geon	hy phen
fren zy	guilt (Meaning?)	i de′a
gauze	Guin e vere	ig nite
gaol er or jail er	ha bit u ate	ig ni tion
	peculiar to-gether a mixing	to bear (*portare*)
i den ti fy	id i o syn cra sy	im por tant
i den ti fy ing (Rule?)	im paired	im por tance

LESSON 108.

im pressionist (Der.?)	in ces sant (Der.?)	in dus tri ous
im pres sion is tic	in con tro ver ti ble (Der.?)	in flamed
in del i ble	in dem ni ty	in ex haust i ble
in fat u a tion	in gre di ent	in sol vent
in stead	in ten tion	in ter est
in tro duced	in ven tion	i tem ize
Ir ving	in′ven to ry	joust
Job	ju di cial	juice
reign (Meaning?)	ju ries	kind ling
up going		
a nab a sis	jus tice	Vic to ri an
lan guor	le gions	lev i ty
lev y	lib er ties (Rule?)	li cen tious
made (Meaning?)	main′te nance	ma ny

LESSON 109.

Si las Mar ner	me lo′di ous	mĕn ace
mas sa cring	meth od	midst
match	Mi caw ber	min strel′sy
ma te ri al	min ute	mis hap′
mat ters (Rule?)	mō′bĭle	mod ern
lat ter (Rule?)	moi e ty	mon u ment
mea ger	more over	must
means	mu tu al	neck lace
meant	nerv ous	no blest
noise	noth ing	ob serv er
nois y	nov el ist (Rule?)	oc cu pant
nois i ly (Rule?)	nu mer ous	of (Meaning?)
nooks	of ten	off (Meaning?)

LESSON 110.

on ly	o pen ly	pal pi ta tion
	riches having (*ops*, *opes*)	shown capable of being
one (Meaning?)	op u lent	os ten si ble
pails (Meaning?)	op u lence	os ten ta tion
par ent	ox i dize	os ten ta tious
pa ren tal	ox i da tion	par tic i pa tion
pas try	pat tern	pe cul iar
per e gri na tion	peo ple	pe cul iar ly (Rule?)
per il ous	perch ing	pe cūn′ ia ry
pe ri od	pes ti lence	pe cun ia ri ly
pet ty	phrase	plague
pil grim age(Rule?)	phras al	plen te ous
poor ly	pli ers (Rule?)	ple o nas tic
pop lar (Meaning?)	pours (Meaning?)	prem ise
pri ma ri ly (Rule?)	pres sure	prem i ses

LESSON 111.

prep o si tion	pre ten tious	prĭ mē′val
prop o si tion	pri va cy	prof fered (Rule?)
Prot es tant	pro to type	pul mo na ry
pun gent	quar an tine	quite (Meaning?)
qui et (Meaning?)	rail′ler y	rapt (Meaning?)
re al ly (Rule?)	Charles Reade	reared
rea son a ble	reck less	re frac to ry
rea son a bly	re lent less	re li gious
re luc tant	rem nant	re new al
re luc tance	re mov ing (Rule?)	re plen ish
re mark a ble	re morse	re pu di a tion
re mem brance	ren dez vous	re sort
re quire ment(Rule?)	req ui site	rēs′pĭte

LESSON 112.

re splen dent	re vered	rise
re sult ant	rib bon	ro guish
re turn ing	rid ing (Rule?)	round
sa li va	sap phire	seen (Meaning?)
sēi*g*n ior	se ques ter	se quel
se ren i ty	ses sion(Meaning?)	sev er al
shel tered (Rule?)	shook	shows (Rule?)
Sir Philip Sidney	sight (Meaning?)	sim plic i ty
since	slaugh ter	source
smooth	slaugh ter ing	spe cial ized
so journed	sou ve nir	spē′ciēs
spec i fi ca tion	spin dle	splen dor
stretch	lul la by	stand ard
Lau rence Sterne	strick en	striv ing (Rule?)

LESSON 113.

ces sion (Meaning?)	sub trac tion (Prefix?)	sur round ing
cite (Meaning?)	sub sti tu tion	sus pi cion
style (Meaning?)	su per in tend ent (Prefix?)	sus pi cious
sub mit ted (Rule?)	su per sti tion	sŷr up
taf fe ta	ta per (Meaning?)	throne (Meaning?)
tar ried	tax es	threw (Meaning?)
trait	tran sient	three fold tri ple
tur quoise	un at trac tive	un dis turbed
un known (Prefix?)	un kempt (Prefix?)	un ea sy
un learned	up heav al	up per most
u sage	u su ry	u ten sil
ut ter ance	vain (Meaning?)	vē′nal
ven ti la ted	ven ture some	vet er i na ry

LESSON 114.

site (Meaning?)	those	thrown (Meaning?)
ta pir (Meaning?)	though	through (Meaning?)
vein (Meaning?)	vo ra cious	wan der ing (Meaning?)
won der ing (Meaning?)	wood (Meaning?)	what
won (Meaning?)	with out	wrought
writ ten (Rule?)	zinc	zo′dĭ ac
reign (Meaning?)	Ed mund Spen ser	zo dĭ′a cal
Sir Thom as More	Hen ry Field ing	Thom as Gray
Thom as Camp bell	John Locke	Thom as De Quin cey
Oli ver Wen dell Holmes	Goe the	Schil ler

LESSON 115.

WORDS USED IN CIVIL GOVERNMENT.

ad mi ral	pen sion	trea son
or gan ize (Der. ?)	pen sion er	ex pend i ture
or gan i za tion	ser vi tude	at tain der
sta tis tics	a bridg ment	brib er y
of fi cial	cit i zen (Der.?)	el i gi ble
ju ris dic tion (Der.?)	pros e cu tion (Prefix?)	in el i gi ble
con sti tu tion al	per se cu tion (Prefix?)	el i gi bil i ty
Bri tan nic	ex pense	hos tile
cit i zen ship	trea son a ble	hos til i ty

LESSON 116.

CIVIL GOVERNMENT (*Continued*).

com mit tee	con sul	a dop tion (Der.?)
ad journ	con su lar	a dopt ed (Meaning?)
fi nance′	rep re sen ta tion	a dapt ed (Meaning?)
fi nan cial	e nu mer a tion (Prefix ?)	fed er al ist
fi nan ci er	di plo ma tist	an ti-fed er al ist (Prefix ?)
im post (Der.?)	cen sus	con serv a tive
im posed	sen ate	lib er al
im po si tion	sen a tor	dem o crat ic
ap por tion (Rule?)	as sem bly (Der.?)	re pub lic
e lect or al (Der.?)	as sem bled	re pub lic an
min is ter	un ion	trib une
ad min is tra tive	re jec tion (Der.?)	tri bu nal

LESSON 117.

CIVIL GOVERNMENT (*Continued*).

le ga tion (Der.?)	con vene	de fect (Der.?)
se cu ri ty	con ven tion	tri al
pol i tics	rev o lu tion (Der?)	mi nor
po lit i cal	rev o lu tion a ry	mi nor i ty
states men	del e ga tion	de cree
ten ant	ma jor	u na nim i ty
ten ure (Der.?)	ma jor i ty	bank rupt cy
con fed er ate (Der.?)	pro vin cial	pro hib it (Prefix ?)
con fed er a tion	pro pri e ta ry	pro hi bi tion
cap i ta tion (Der.?)	ex ec′u tive (Der.?)	pre text (Prefix ?)
de cap i ta tion	ex ec′u tor (Der.?)	per pet u al (Prefix?)

LESSON 118

CIVIL GOVERNMENT (*Continued*).

a mend ment (Der.?)	com merce (Der.?)	quo rum
in her ent	de fen sive	func tion
in val u a ble	al li ance	e mol u ment
ju di cia ry (Der.?)	ac cord ance (Rule?)	pres i dent
ju rist (Der.?)	in sti tu tion	pres i den tial
pro mot er (Der.?)	rev e nue	pres i den cy
ob nox ious	do mes tic	pro vi sion
im mu ni ty	rat i fy	de ni al (Rule?)
im mu ni ties (Rule?)	rat i fi ca tion	res ig na tion
in va sion	in dus tri al	dis a bil i ty (Rule?)
in sur rec tion	na tion al i ty	ag ri cul ture
re ces sion (Der.?)	league	ag ri cul tur al

LESSON 119.

CIVIL GOVERNMENT (*Continued*).

in a bil i ty	ordinance (Meaning?)	con sti tu tion
pur su ance (Rule?)	sec re ta ry	ar chives
ord nance (Meaning?)	re pris al (Der.?)	ac cred i ted (Rule?)
treas u ry	pres i den cy	cus to dy
treas u ries (Rule?)	ur gent	cus to di an
at tor ney	ve to	re sid ing
prescribed (Prefix?)	ve toes (Rule?)	res i dent
proscribed (Prefix?)	sig na ture	Eu ro pe an
bal lot	cau cus	en voy
va can cy	ex cise	plen i po ten ti a ry
trans ac tion	man u fac tures	na val (Der.?)

LESSON 120.

CIVIL GOVERNMENT (*Continued*).

pol i cy	pri or	com pen sa tion
sal a ry	in ter na tion al (Prefix?)	au dit (Der.?)
sal a ried	ar bi trate	au di tor
in voice	ar bi tra tion	cur ren cy (Der.?)
cer ti fy	ar bi ter	comp trol ler
cer tif i cate	an nu al (Der.?)	an nu al ly
gra tu i ty	im pris on ment	bu reaus
gra tu i tous	ma rine	reg is ter
a cad e my	mi li tia	ad ju tant
e quip ment	mil i ta ry	mu se um
su per vi sion	su per vi so ry	gra tu i tous ly

LESSON 121.—Dictation Exercise.

GEORGE WASHINGTON.

February 22d is the birthday of a *renowned* man *whose statue* stands at the east front of the *Capitol, occupying* a *prominent* position. A man of *commanding stature* he was, strong and *athletic,* of gentle *sympathy* for women and children. *Enmity* and *vengeance* were *foreign* to his character and *furthest* from his desires. In all *juvenile* sports he *endeavored* to *instill* into himself that love for the *principles* of *justice, veracity,* and *courteous* dealing which made his personality unique in history. Sound in his *advice* to others, he was *apparently* ever ready to have others *advise* him. He was *formally* elected the first president of the United States in 1788, and was *inaugurated* the ensuing year. Whether of princely or *peasant* blood is *uncertain,* but surely no prince ever *occupied* a more *conspicuous* place than he, when as the general of the *allies,* he *wrested* from England's *sovereign* the *sovereignty* of the American *Colonies.*

Our *past* is known; our future can only be surmised. *Formerly* a handful of petty states, we have *passed* with *unparalleled* rapidity into one of the mightiest *sovereignties* of the world. It is *apparent,* too, that there is no *parallel* to the inter-mixture of our blood; we are *divisible* into many races, but not *divided* in patriotism. We are *allied* to many peoples; we are *English, Irish, Scottish, French, German, Italian* and *Scandinavian,* with a more near *resemblance* to the English. Our democratic

LESSON 121 (Continued).

government is an *apparition arraigning* the *despotisms* of the Old World. With the completion of the *Nicaragua* Canal, the perfection of Marconi's *telegraph* and the invention of a safe method of *aerial navigation* by dirigible *balloon,* we shall become a still more potent *factor* in the world's *councils.*

LESSON 122.

Lou i si a na	Mis sis sip pi[1]	ac cused
lus trous	Con nect i cut	of fi cer
John Ly ly	Mas sa chu setts	tar iff
pro file	Del a ware	Wales
prop er ties	North Car o li na	or na ment
would (Meaning?)	Rhode Is land	dis cord
wright (Meaning?)	doi ly	be com ing
rode (Meaning?)	doi lies (Rule?)	swear ing
tel e graph (far, to write)	vac il la ting	des o late
tel e phone (to sound)	tes ti mo ny	val u a ble
tel e scope (to see)	un de signed	con sid er a tion
pro mis cu ous ly	fal si ty	harm ful (Rule?)

LESSON 123.

un ap pre ci a tive	os cil la tion	pre cip i tate
great est	pos ses ses	ly co po di um
di rect	per cep ti ble	mag ne si um
di vine	a que ous (Der.?)	al che my
doc trine	trans par ent	mi ca

[1] A way to remember it is to spell it, *M-i* double *s*, *i* double *s*, *i* double *p*, *i*.

LESSON 123 (Continued).

in struct ed	oc ta he dron	sil i ca
gift	va lid i ty	gyp sum
a cute ness (Rule?)	ven ti la tion	cru ci ble
how ev er	sur gi cal	blow pipe
length	bear (Meaning?)	bro mine
por trayed	in sen si bil i ty	a lem bic
pow der	ex act ly	plat i num
mag net	lead (Meaning?)	pot ash

LESSON 124.

ni ter	res cu ing (Rule?)	met al lur ġy
al ka li	hor ror	cor al
mer cu ry	breaks (Meaning?)	mol lusk
hy dro gen	nour ish ment	sta lac tite
chlo rine	ve na tion	mas to don
cal ci um	com bus tion	gas e ous
al um	me tab o lism	hȳ′ġĭ ēne
rite (Meaning?)	om niv o rous	pa pil′ lae
rode (Meaning?)	car niv o rous	crys tal line
ox i di zing	in sec tiv o rous	cen trip′ e tal
det ri men tal	min er al o gy	cen trif u gal
shad ow	min er al o gist	rar i ty

LESSON 125.

THE DEER HUNT.

A college *professor*, whose health *obliged* him to take a holiday, wrote to an old *cavalry friend*, inviting him to a hunt. The old soldier was a *warm-hearted*, *weather-*

LESSON 125 (Continued).

beaten, but *scrupulous* individual, who had none of those *vacillating* traits which mar the *judgment* of inactive men. He sent an *acknowledgment* of the *professor's* letter, accepting the *invitation.* A *definite* place and a *definite* date were fixed upon, and they departed.

Soon they were in the mountains toiling up at a steep *angle*, now *losing* themselves in the woods, anon coming out on the side of the mountain where the *professor*, who *possesses* an *innate* love of the beautiful, would pause for a *bird's-eye view* of the valley and point out some *shepherd* with his flock far below. But his *friend* had a new rifle whose *virtues* he wished to *prove*, and hurried him on. They did not drink from the mountain pools, which are often *polluted* by *vegetable* matter, but from a *crystal* stream gushing from an *aperture* in the rocks. The *professor* frequently paused to *collect* flowers which were *entirely* new to him. "*Consider* the lilies of the field," he said. "I refuse," replied his *friend.* "But I will converse with thee *concerning* the deer of the woods." After much *perseverance* and *persistent* effort they reached an upland lawn where they saw a doe grazing *peacefully* in its *primitive* home. But now the *sensitive*, *high-strung* animal raised its quivering nostrils in the air, scenting the *polluting* presence of human beings, *conscious* of being *attacked* by those who would ruthlessly *destroy* it, poising with delicate *balance* on slender legs, ready to flee for *safety*, and then, swift as the wind, was away. But the *pursuing* bullet was swifter and too well *directed.* "How

LESSON 125 (Continued).

far are men removed from the *angels*," sighed the professor, "and how *barbarous* are they to slay such *divine* creations." However, to *accommodate* his friend, he helped him with the *disagreeable* task of carrying the deer. A fine deerskin rug on the floor of the *professor's* library *commemorates* his only deer hunt.

LESSON 126.

DOMESTIC WORDS.

scis sors	dough nut	cro quette
cru et	beef steak	Char lotte Russe
cau li flow er	sand wich	bis cuit
rad ish	me nu′	yeast
rhu barb	rasp ber ry	maize
as par a gus	cur rant	car a mel
a pri cot	sauer kraut	co coa nut
bụf fet (fā)	ba na na	rai sin
mar ma lade	blanc mange (blä mängh′)	on ion
sir loin	mac a roon	her ring
hal i but	fric as see	mac a ro ni
bar be cued	bo lo gna	pheas ant
mĕ ringue (răng)	nọu gȧt′	syl la bub
sau sage	mus tard	alm ond
bisque	om e let	mȧ′yọ̈n′naise
car rot	cof fee	sug ar

ABBREVIATIONS.

A.

A. B. Bachelor of Arts.
A. C. (*Ante Christum*) Before Christ.
A. D. (*Anno Domini*) In the year of our Lord.
Acc. Account.
Adj. Adjective.
Adv. Adverb.
Æ. or Æt. (*Ætatis*) Of age; Aged.
Agt. Agent.
Ala. Alabama.
Alas. Alaska.
A. M. Master of Arts. (*Ante Meridiem*) Before Noon.
Amer. American.
Amt. Amount.
Anon. Anonymous.
Ans. Answer.
Apr. April.
Ariz. Arizona.
Ark. Arkansas.
Atty. Attorney.
Aug. August.
Ave. Avenue.

B.

B. A. Bachelor of Arts.
Bal. Balance.
Bbl. Barrel.
B. C. Before Christ.
B. L. Bachelor of Laws.
Bus. or bush. Bushel.

C.

Cal. Calendar, California.
Capt. Captain.
Cent. A hundred, or Centigrade.
cf. (*confer*) Compare.
Co. Company; County.
C. O. D. Collect on delivery.
Col. Colonel; Colorado.
Con. (*Contra*) Against.
Conn. or Ct. Connecticut.
Cr. Credit; Creditor.
Cts. or cts. Cents.
Cwt. or cwt. Hundredweight.

D.

D. C. District of Columbia.
D. D. Doctor of Divinity.
Dec. December.
Del. Delaware.
Dem. Democrat.
Dept. Department.
Dict. Dictionary.
D. L. O. Dead Letter Office.
Do. or do. (ditto) The same.
Doz. or doz. Dozen.

Dr. Debtor; Doctor; Dram.
D. V. (*Deo volente*) God willing.
Dwt. or dwt. Pennyweight.

E.

E. East.
Ed. Edition; Editor.
e. g. (*Exempli gratia*) For example.
E. Lon. East Longitude.
Eng. England; English.
Esq. Esquire.
et al. (*Et alii*) And others.
Etc., etc. or &c. (*Et cetera*) And so forth.
Ex. Example; Exception; Exodus.

F.

Fahr. Fahrenheit.
Feb. February.
Fla. Florida.
Fr. France; French.
Fur. or fur. Furlong.

G.

Ga. Georgia.
G. A. R. Grand Army of the Republic.
Ger. German.
Gov. Governor.
Gr. Greek; Grain.

H.

H. B. M. His or Her Britannic Majesty.
H. I. H. His or Her Imperial Highness.
Hist. History.
Hhd. or hhd. Hogshead or hogshead.
H. M. His or Her Majesty.
Hon. Honorable.
H. R. House of Representatives.

I.

Ib., ib., Ibid. or ibid. (*Ibidem*) In the same place.
id. or Id. (*Idem*) The same.
Id. Idaho.
I.e. or i.e. (*Id est*) That is.
Ill. or Ills. Illinois.
I. H. S. (*Jesus Hominum Salvator*) Jesus, the Saviour of Men.
incog. Unknown.
Ind. Indiana; Indian; India.
Ind. T. or Ind. Ter. Indian Territory.
Inst. Instant. (The present month.)
Int. or int. Interest.
Io. Iowa.
It. or Ital. Italic; Italian.

J.

Jan. January.
Jr. or jr. Junior.

K.

Kan. or Kans. Kansas.
Ken. or Ky. Kentucky.

L.

L., l. or £. Pound sterling.
Lat. Latin; Latitude.
l. c. Lower case.
Leg. or Legis. Legislature; Legislatures.

Lit. D. or Litt. D. Doctor of Literature.
LL. D. Doctor of Laws.
Long. or long. Longitude.
Lou. or La. Louisiana.
L. S. Place of the Seal.
Lt. or Lieut. Lieutenant.

M.

M. Monsieur; (Mille) Thousand; Meridian, or Noon.
M. A. Master of Arts.
Maj. Major.
Mar. March.
Mass. Massachusetts.
M. C. Member of Congress.
M. D. Doctor of Medicine.
Md. Maryland.
Mdse. Merchandise.
Me. Maine.
Messrs. Gentlemen; Sirs.
Mich. Michigan.
Minn. Minnesota.
Miss. Mississippi.
Mlle. Mademoiselle.
Mme. Madame.
Mo. Missouri.
Mont. Montana.
M. P. Member of Parliament.
Mr. Master or Mister.
Mrs. Mistress (mĭsslz).
MS. Manuscript.
MSS. Manuscripts.
Mt. Mount.

N.

N. Noon; North.
N. A. North America.
N. B. (*Nota bene*) Note well.
N. C. North Carolina.
N. Dak. North Dakota.
N. E. North-east; New England.
Neb. Nebraska.
Nev. Nevada.
N. H. New Hampshire.
N. J. New Jersey.
N. L. or N. Lat. North Latitude.
N. Mex. New Mexico.
No. or no. Number.
Nov. November.
N. Y. New York.
N. S. Nova Scotia.
N. W. North-west.

O.

O. Ohio.
Oct. October.
Okl. Oklahoma.
Ore. or Oreg. Oregon.
O. S. Old Style.
Oz. or oz. Ounce.

P.

Pa. or Penn. Pennsylvania.
Ph. D. Doctor of Philosophy.
Phil. or Phila. Philadelphia.
Pk. or pk. Peck.
P. M. Post Master; (*Post Meridiem*) Afternoon.
P. O. Post Office; Province of Ontario.
Pro tem. or pro tem. (*pro tempore*) For the time being.
Prox. or prox. (*Proximo*) Of the next month.
P. S. Postscript.
Pwt. or pwt. Pennyweight.

Q.

Q. Question; Query.
Q. E. D. (*Quod erat demonstrandum*) Which was to be proved.
Qt. Quart or Quantity.

R.

Recd. Received.
Rep. Representative; Republican; Reporter.
Rev. Reverend.
R. I. Rhode Island.

S.

S. South; Sign; Signor.
S. A. South America; South Africa; South Australia.
S. C. South Carolina.
Sc. or sc. (*Scilicet*) To wit.
Scot. Scotland.
S. Dak. South Dakota.
S. E. South-east.
Sec. Secretary; Second.
Sept. September.
Serg. Sergeant.
S. L. or S. Lat. South Latitude.
Sp. Spain.
St. Saint; Street; Strait.
Supt. Superintendent.
Surg. Surgeon.
S. W. South-west.

T.

Tenn. Tennessee.
Tex. Texas.
Tr. or tr. Translator; Translation; Transpose.

U.

Ult. or ult. (*Ultimo*) Last; Of the last month.
Univ. University.
u. s. (*ut supra*). As above.
U. S. United States.
U. S. A. United States America.
U. S. N. United States Navy.
U. S. S. United States Senate.
U. S. V. United States Volunteers.

V.

V. or v. Volume; (*Vide*) See; or vs. (*Versus*) Against.
Va. Virginia.
Vid. or vid. (*vide*) See.
Viz. or viz. Namely.

W.

W. West.
Wash. Washington.
Wis. Wisconsin.
W. Lon. West Longitude.
Wt. or wt. Weight.
W. Va. West Virginia.
Wyo. Wyoming.

X.

Xmas. Christmas.

Y.

Yd. or yd. Yard.

Z.

zoöl. Zoölogy.